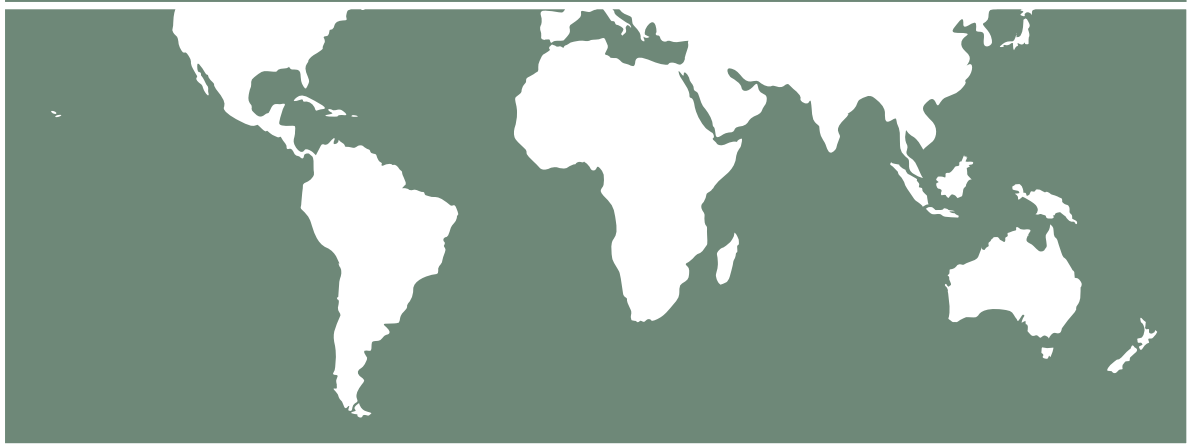




# Albanian

## for Missionaries



# Albanian for Missionaries

Albanian, July 2018

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# How Do I Use This Book?

## What is This Book?

*Preach My Gospel* teaches that you should focus your language study “on improving your ability to communicate and teach during scheduled activities” (129). This book is designed to provide you with resources to help you create your own effective language study plan. The grammar principles are organized according to the purpose for communicating gospel topics and missionary tasks to help you choose tasks to learn as you create your own language study plan. Use this book to identify which grammar principles you need to understand to help you address the needs of your investigators and invite them to come to Christ.

**This book is not simply to teach you grammar, but more importantly to help you prepare to teach the gospel of Jesus Christ with greater power and clarity in your mission language** (*Preach My Gospel*, 127).

## Features of This Book

- **Grammar-Task Index.** Easy access to specific grammar principles that can help as you teach and prepare to teach each lesson from *Preach My Gospel* and complete various missionary tasks.
- **Tabs.** Black tabs on the sides of the pages will help you find principles of communication quickly (e.g., possession, describing, expressing, time/location, etc.).
- **Explanations.** Explanations are made up of sentence equations, tables, and examples that will help you understand grammar principles.
- **Activities.** Activities are designed to help you create a language study plan as directed in chapter 7 of *Preach My Gospel*. You don't have to do all the activities, and you don't have to do them in any particular order. It is up to you to choose activities that will help you learn new vocabulary and grammar principles, practice your ability to listen, and improve your ability to read and write. These activities can be done in personal study, with your companion, or with native speakers.
- **Appendix.** While you will find some tables with verb tense conjugations throughout the book, the appendix has a collection of verb tense conjugations and moods with their English equivalents. The appendix also contains Albanian grammar terms, translation of common Biblical names, common mistakes, borrowed Turkish words, sample Gheg words, tongue twisters, and Albanian colloquialisms that don't translate into English.
- **Missionary Tasks.** Basic sentence structures and vocabulary needed for common missionary tasks.
- **Scenario Practice.** These are sample situations and conversations that you may experience as a missionary. Practicing these situations will prepare you to respond to members and investigators' questions or handle challenging situations.
- **Grammar Glossary.** Occasionally you may find a few English grammar terms that you don't recognize or understand. The grammar glossary is designed to be a quick reference to common grammar terms.
- **Answer key.** Answers to most activities can be found in the back of the book listed by section.

## Remember

“As your ability to speak the language grows, people will listen more to what you say than to how you say it. . . You will be better able to respond to the needs of investigators and the promptings of the Spirit” (*Preach My Gospel*, 128). You can receive the gift of tongues as you do all that you can to learn the language, trust in the Spirit to guide you, and have faith that you can be given the gift of tongues (*Preach My Gospel*, 133).

## Ask Yourself as You Study

- What am I learning about the structure of my mission language? What can the grammar teach me about the people and their culture?
- How can mastering this grammar principle help me to invite others to come unto Christ and receive the restored gospel?
- How do I invite the Spirit to help me learn grammar?
- How am I using my language study time in a way that will help me to improve my ability to communicate with the people?

## Feedback

We want to know what you think about the book and how it has impacted your language learning experience!

- How are you using this book to learn your mission language?
- What about this book is most helpful to you? Why?
- Do you have additional suggestions?
  - grammar principles
  - activities
  - corrections

Send a quick message with your mission language in the subject line to [formissionaries@mtc.byu.edu](mailto:formissionaries@mtc.byu.edu).



# Grammar-Task Index

The grammar-task index is intended to be a quick reference so you can focus your language study improving your ability to teach specific gospel principles or perform missionary tasks. Because the content in each of the lessons in *Preach My Gospel* is different, your need to understand specific grammar principles will vary based on the lesson you will be teaching. You can **use this list to help you determine which grammar principles to study based on the needs of your investigators and planned daily activities.**

The grammar principles are divided into two columns, basic and additional, so you can study grammar principles based on your understanding of the language.

Principle/Task	Basic	Additional
<b>Lesson 1</b>		
God Is Our Loving Heavenly Father	Nominative; Adjectives and Adverbs; Possession	Accusative; Sentence Structure
The Gospel Blesses Families	Sentence Structure; Present Tense Verbs; Possession	Conjunctions
Heavenly Father Reveals His Gospel in Every Dispensation	Past Tense; Present Tense Verbs; Quantifiers	Dates and Time; Ablative Prepositions
The Savior's Earthly Ministry and Atonement	Past Tense; Clitics; Prepositions;	Particles
The Great Apostasy	Past Tense	Clitics
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Possessive Adjectives; Past Tense Verbs	Telling Time
The Book of Mormon: Another Testament of Jesus Christ	Future Tense; Adjectives	Numbers; Superlatives
Pray to Know the Truth through the Holy Ghost	Asking Yes/No Questions; Polite Requests	Subjunctive Mood
<b>Lesson 2</b>		
Pre-Earth Life: God's Purpose and Plan for Us	Past Tense; Possession; Conditionals	Questions
The Creation	Simple Past	'Sepse'
Agency and the Fall of Adam and Eve	Prepositions; Cause and Effect	Imperative Case
Our Life on Earth	Present Continuous Tense; Clitics	Conjunctions
The Atonement	Prepositions; Past Tense; Future Tense Possession	Participle Usage
The Spirit World	Future Tense; Adjectives	Negative Sentence Structure
The Resurrection, Judgment, and Immortality	Prepositions; Conditionals	Future Tense
Kingdoms of Glory	Making Comparisons; Identification Statements	Superlatives and Adjective Intensifiers

<b>Lesson 3</b>		
Through Christ We Can Be Cleansed from Sin	Present Tense; Ablative Prepositions	Expressing Doubt and Possibility; Past Tense;
Faith in Jesus Christ	Conjunctions and Compound Sentences	Nominative Case; Prepositions
Repentance	Indicative Verbs; Conditional Tense	Continuous Verbs; Gender Switching Nouns
Baptism, Our First Covenant	Subjunctive Verbs; Turning verbs into Nouns	Questions; Imperative Mood; Non-Active Verbs
The Gift of the Holy Ghost	Adjectives and Adverbs; Conjunctions; Articles	Distributive/Habitual Verbs; Causative Verbs
Endure to the End	Future Tense; Time	Definiteness; Questions
<b>Lesson 4</b>		
Obedience	Clitics; Conditionals	Negative Sentence Structure
Pray Often	Vocative Mood; Questions; Subjunctive Mood	Clitics; Accusative Case; Dative Case; Optative Mood
Study the Scriptures	Quantifiers; Prepositions; Dative Case	Active Verbs; Articles; Gender Switching Nouns
Keep the Sabbath Day Holy	Conditionals; Demonstratives	Future Tense; Present Tense; Adverbs of Location
Baptism and Confirmation	Questions; Future Tense;	Conjunctions
Follow the Prophet	Past Tense; Present Tense; Future Tense;	Articles; Comparatives; Articulated Nouns
Keep the Ten Commandments	Imperative Mood; Cause and Effect	Numbers
Live the Law of Chastity	Articles; Questions; Adjectives	Future Tense
Obey the Word of Wisdom	Past Tense; Adjectives and Adverbs	Colloquialisms; Telling Time; Non-Active Tense
Keep the Law of Tithing	Ownership Questions; Numbers; Articulated Nouns	Task Practice; Comparatives
Observe the Law of the Fast	Quantifiers; Questions; Future Tense; Accusative Case	Adverbs of Time
How to Donate Tithes and Offerings	Articulated Nouns; Questions	Imperative Mood
Obey and Honor the Law	Adjectives and Adverbs;	Questions
<b>Lesson 5</b>		
Priesthood and Auxiliaries	Sentence Structure; Numbers;	Telling Time
Missionary Work	Ablative Case ; Prepositions	Adverbs of Time
Eternal Marriage	Future Tense; Non-Active Verbs; Articulated Adjectives	If statements
Temples and Family History	Possession; Adjectives and Adverbs;	Numbers; Time
Service	If statements; Present and Future Tense	Adverbs; Admirative Mood
Teaching and Learning in the Church	Imperative Mood; Articles	Future Tense;
Endure to the End	Questions; Future Tense; Subjunctive Tense	Admirative Mood

Missionary Tasks		
Ask Questions	Asking Yes/No Questions; Conditionals; Question Words	Sentence Structure; Prepositions
Conduct a Meeting	Telling Time and Using Time Adverbs; Greetings	Conjunctions
Explain Priesthood Ordinances	Present Tense; Nominative Case; Articles	Expressing Doubt and Possibility
Extend Commitment Invitations	Asking Yes/No Questions	Conjunctions and Compound Sentences; Different Forms of When
Follow Up on Commitments	Asking Yes/No Questions; Conditionals; Question Words	Possession
Get to Know Someone	Questions; Possessive Adjectives	Question words
Give Directions	Imperative Mood; Adverbs of Location	Telling Time
Help People Resolve Their Concerns	Listen First; Asking Questions; Sentence Structure	Conditionals
Make a Telephone Call	Telling Time; Adverbs; Yes/No Questions	Numbers
Make Appointments	Telling Time and Using Time Adverbs; Questions; Adverbs of Location	Making Comparisons
Make Purchases	Adjectives; Adverbs; Questions;	Numbers
Meet Someone	Questions; Greetings	Sentence Structure
Obtain Referrals	Questions; Conjunctions; Pronouns	Adverbs of Time and Location
Offer a Prayer	Vocative Mood; Questions; Subjunctive Mood	Clitics; Accusative Case; Dative Case; Optative Mood
Perform Priesthood Ordinances	Pronunciation; Articles; Clitics	Conjunctions; Comparatives and Superlatives
Plan Daily and Weekly Activities	Telling Time and Using Time Adverbs;	Making Comparisons; Adverbs of Time and Location
Share an Experience	Past Tense; Continuous Tense; Conjunctions	Expressing Doubt and Possibility; Expressing Thoughts, Opinions, and Judgment
Talk with Everyone	Greetings; Questions; Clitics; Pronunciation	Adverbs of Manner and Time
Teach Others How to Pray	Vocative Mood; Questions; Subjunctive Mood	Clitics; Accusative Case; Dative Case; Optative Mood
Testify	Nominative Case; Clitics; Accusative Case	Conjunctions
Use the Scriptures	Quantifiers; Prepositions; Dative Case	Active Verbs; Articles; Gender Switching Nouns

# Alphabet and Pronunciation

## Explanation

The Albanian alphabet uses 36 Latin letters that are read phonetically. There are a number of combined letters that form an independent sound. The sign \* placed under "Example" means that those letters don't exist in English and there is further information in the next section. In the table below, Albanian letters are displayed with an English approximate sound accompanied by English and Albanian examples.

The Albanian Alphabet							
Letter	Pronunciation	Example	Albanian Example	Letter	Pronunciation	Example	Albanian Example
A a	a	mama	atë father	N n	n	nap	natë night
B b	b	baby	besim faith	Nj nj	ny	canyon, onion	njësi unit
C c	ts	cats	kërcim dance	O o	o	go, show	lopë cow
Ç ç	ch	cello	çelës key	P p	p	pipe	pjepër cantaloupe
D d	d	did	derë door	Q q	soft ch*	chin	qera rent
Dh dh	~th	thee, thy	dhi goat	R r	r*	normal	re cloud
E e	e	pet	qytet city	Rr rr	rr*	burro	rrept strict
Ë ë	~a	alone	ëndërr dream	S s	s	sissy	sigurt safe
F f	f	for	frikë fear	Sh sh	sh	shine	mish meat
G g	g	good	gëzim joy	T t	t	taught	tym smoke
Gj gj	~j*	adjust	gjë thing	Th th	th	three, thought	thashë I said
H h	h	history	hir grace	U u	oo	moon	burim source
I i	ee	reed	shi rain	V v	v	revive	vëlla brother
J j	y	yell	jelek vest	X x	ds	heads	lexoj I read
K k	k	kick	keq bad	Xh xh	j, dg	judge	oxhak chimney
L l	~l*	lady	libër book	Y y	~u*	pew	fytyrë face
Ll ll	ll	hill	llafazan chatter- box	Z z	z	maze	zell diligence
M m	m	map	motër sister	Zh zh	z, s	azure, vision	plazh beach

\**q* doesn't exist in English. It is a palatal sound (tongue touching the roof of the mouth). Try to pronounce *chin* but touch your palate with your tongue. Caution, if your tongue is touching your bottom teeth, you are saying "ç."

\**gj* doesn't exist in English. It is also a palatal sound. Try to pronounce *joy* by touching the palate. Caution, if your tongue is touching your bottom teeth, you are saying "xh."

\**l* doesn't exist in English. Place your tongue on the center of the hard palate. Caution, if your tongue is touching your teeth, you will say "ll." Try simple words like *lady*, and *lilac*. More importantly, listen to how Albanians say phrases like *më fal*, *libër*, or *lutje*.

\**r* in Albanian has a light flap of the tongue. It's similar to rolling your *r* a single time. It's not a hard *r* like in English.

\**rr* is a rough sound, pronounced similar to *r* in the Spanish *burro*. During pronunciation, the tongue should be rolled back. This is an extended rolling of your *r*'s.

\**y* is pronounced like the *ü* in the German word *Führer*, or *du* or *tu* in French "ew." To pronounce 'y' say "ee" (as in sheep) and then round and pull forward your lips sort of like whistling. The sound is made by forming an "oo" shape with your mouth while saying "ee"; Try saying *bee* with the lips forming an "oo" shape.

## Stress Pronunciation (Shqiptim i Theksit)

Stress is the emphasis placed on a syllable. Some words are stressed on the second to last syllable. The table below will give direction on stress placement.

First, find the base word. Then identify the last *unchanging* vowel. Emphasize this vowel.

Base Word	Variations of the Base Word			
mal <i>mountain</i>	mali	malin	malit	malëve
libër <i>book</i>	libri	libra	librit	librave
shtëpi <i>house</i>	shtëpia	shtëpitë	shtëpish	shtëpive

For some words, the vowel may change, but the place that the vowel was in remains emphasized.

Base Word	Variations of the Base Word			
bekoj <i>to bless</i>	bekohemi	bekim	bekuar	të bekuarit
shëndet <i>health</i>	shëndeti	përshendetje	përshënditni	përshëndetemi
blej <i>to buy</i>	blini	blerë	bleva	blerësit

Below are some other general rules on where to place the stress in words.

	Explanation	Sample Words
<b>Rule 1: -ur, -ull</b>	If the original form of a word ends in <i>ur</i> or <i>ull</i> such as in <i>bukur</i> or <i>popull</i> , the emphasis always comes on the syllable <b>before</b> the <i>ur</i> or the <i>ull</i> . Thus it is said <i>bukur</i> and <i>popull</i> . If the ending of the word has been changed for the sake of grammar, such as in <i>bukura</i> , the emphasis is still the same.	Bukur, popull
<b>Rule 2: -oj</b>	In <i>oj</i> verbs or any word that has an <i>oj</i> verb associated with it, the emphasis is ALWAYS on the <b>o</b> or where the <b>o</b> would be.	Besoj, besohem, besuar, besim, besueshëm
<b>Rule 3: Declensions</b>	Noun declension endings <b>never</b> get the emphasis. The emphasis will usually come right before the noun declension ending. In the following nouns, the emphasis is bolded and the declension ending is underlined.	Mormon <b>it</b> , dit <b>ë</b> <u>n</u> , Krisht <b>i</b> , njerë <b>z</b> <u>it</u> .
<b>Rule 4: -i</b>	If the original form of a word ends in <i>i</i> , then the emphasis always goes on that <i>i</i> .	Perënd <b>i</b> , shtëp <b>i</b> , bukuri, njer <b>i</b> and pavdekshm <b>ë</b> r <b>i</b> .
<b>Rule 5 Reflexive</b>	Reflexive endings <b>never</b> get the emphasis. Usually the emphasis will come just before the reflexive ending. Reflexive ending means any ending like <i>hem</i> , <i>hesh</i> , <i>het</i> , <i>hemi</i> , <i>heni</i> , <i>hen</i> or <i>hesha</i> , <i>heshe</i> , <i>hej</i> , etc.	Mësohem, ngrihet, flitet, përdoren

# Activities

## Personal

### Writing

- A. Create flashcards to memorize the pronunciation for letters in the words found in the following table.

1. fituar <i>gained</i>	2. gëzuar <i>happy</i>	3. dy <i>two</i>	4. pyje <i>forests</i>	5. xhaxhai <i>uncle</i>	6. njeri <i>person</i>	7. vështroj <i>look around</i>
8. zhvillimi <i>development</i>	9. qershor <i>June</i>	10. çaj <i>tea</i>	11. qaj <i>I cry</i>	12. dhuroj <i>I give</i>	13. brigje <i>shores</i>	14. lule <i>flower</i>

### Speaking

- B. If you have access to a recording device (i.e., camera), record yourself in Albanian doing the following tasks. Then **identify three pronunciation errors for each task. Record yourself again and focus on correcting these errors.**
1. Reading Moroni 10:3–5.
  2. Bearing your testimony about prayer.
  3. Introducing yourself and explaining your purpose as a missionary.
  4. Inviting your current investigator to be baptized.
- C. Some letters prove more difficult for non-native speakers to pronounce as the sounds simply don't exist in their own language. For English speakers particularly, the following letters tend to be more difficult to distinguish between:

1. ll vs. l
2. q vs. ç
3. gj vs. xh
4. u vs. y

Try pronouncing the following words with native speakers, and ask for their input. Additionally, ask them to read the two side-by-side and listen for the difference.

djall <i>devil</i>	paçe <i>lamb's head soup</i>	lojë <i>game</i>	çaj <i>tea</i>	pullë <i>stamp</i>	gjel <i>rooster</i>	ku <i>where</i>	mal <i>mountain</i>
djalë <i>boy</i>	paqe <i>peace</i>	lloj <i>type</i>	qaj <i>I cry</i>	pulë <i>chicken</i>	xhel <i>gel</i>	ky <i>this (m.)</i>	mall <i>goods</i>

Remember, while initially this may prove difficult, know that with more and more exposure to the language, the differences will be more distinct and you'll be better at forming these sounds yourself.

## Companion

### Reading

- D. A cognate is a word that sounds like its English equivalent. Read the following cognates out loud and guess what they mean. Make sure to pronounce the words correctly. Have your companion practice with you and correct when necessary. Check your translations with the answer key.

1. Aeroport	11. Kitarë	21. Motor	31. Rregulloj
2. Sekret	12. Muzikë	22. Oksigjen	32. Sistemoj
3. Kompjuter	13. Talent	23. Hidrogjen	33. Asistoj
4. Maus	14. Komunizëm	24. Xheloz	34. Imitoj
5. Telefon	15. Demokraci	25. Krem	35. Organizoj
6. Aeroplan	16. Shtet	26. Kopje	36. Formoj
7. Pamflet	17. Formë	27. Letër	37. Interesohem
8. Serioz	18. Arrestoj	28. Apokalips	38. Vizitoj
9. Guvernator	19. Kozmik	29. Metalik	39. Pikturoj
10. President	20. Sistem	30. Votë	40. Telefonoj

### Writing

- E. With your companion, go through the words above and mark where the words are stressed. Refer to the stress placement for assistance. Check your answers.

Ex. Aeroport- Aeroport

### Reading

- F. Practice reading the First Vision out loud with your companion.

“Unë pashë një shtyllë drite tamam mbi kokën time, më e shkëlqyeshme se dielli, e cila zbriti gradualisht derisa ra mbi mua ... Kur drita pushoi mbi mua, unë pashë dy Personazhe, shkëlqimi dhe lavdia e të cilëve i kapërcejnë të gjitha përshkrimet, duke qëndruar mbi mua në ajër. Një prej tyre më foli, duke më thirrur në emër dhe tha, duke treguar tjetrin: ‘Ky është Biri Im i Dashur. Dëgjoje atë!’” (Predikoni Ungjillin Tim, 37)

### Speaking

- G. Practice correctly pronouncing this baptismal commitment.

“A do të ndiqni shembullin e Jezu Krishtit duke u pagëzuar nga dikush që mban autoritetin e priftërisë së Perëndisë?

Ne do të zhvillojmë një shërbesë pagëzimi më datën 13 tetor. A do të përgatiteni për t’u pagëzuar në atë datë?” (Predikoni Ungjillin Tim, 40)

- H. Choose a few principles from chapter 3 of *Predikoni Ungjillin Tim* that you will teach to an investigator in the near future. Read the principles aloud in Albanian. Make a list of the words you do not know how to pronounce, and try to pronounce them with the help of this section. Ask your companion, your teacher, or a native speaker for feedback. Practice the words with the correct pronunciation out loud.

## Group

### Writing

- I. Have one member of your group say a word. Then, have two missionaries at the board race to write the word. Whoever finishes first with the correct spelling, wins!



# The Parts of Speech

## Explanation

In Albanian, just like in English, sentences have different *parts of speech*. Different words play specific roles in creating sentences. Nouns, pronouns, and verbs are all different parts of speech.

Example:

Pronoun <i>Përemëri</i>	Clitic <i>Trajta e shkurtër</i>	Verb <i>Folja</i>	Noun <i>Emëri</i>	Adverb <i>Ndajfolja</i>	Preposition <i>Parafjala</i>	Noun <i>Emëri</i>	Article <i>Nyja</i>	Adjective <i>Mbiemëri</i>
He <i>Ai</i>	(the book) <i>e</i>	reads <i>lexon</i>	the book <i>librin</i>	consistently <i>vazhdimisht</i>	with <i>me</i>	family <i>familjen</i>	- <i>e</i>	his <i>tij</i>

## Nouns (Emra)

A noun is a person, place, thing, or idea. Nouns can be the subject, direct object, or indirect object of a sentence and can also indicate possession. It is important that you learn the gender of each noun. You should also know how a noun changes depending on case, plurality, and definiteness.

Noun Samples			
libër <i>book</i>	mësues/e <i>teacher</i>	degë <i>branch</i>	vështirësi <i>difficulty</i>

Examples:

**Libri** botohet nga **Kisha** e **Jezu Krishtit** e **Shenjtoreve** të **Ditëve** të Mëvonshme.  
**The book** is published by **The Church** of **Jesus Christ** of **Latter-day Saints**.

Ai ka shumë **vështirësi**.  
 He has many **difficulties**.

Ai është një **mësues** i fuqishëm, dhe ajo është një **mësuese** e dashur.  
 He is a powerful **teacher**, and she is a loving **teacher**.

Këta **libra** duhet t'iu shpërndahen të gjithë **degëve**.  
 These **books** need to be distributed to all the **branches**.

## Pronouns (Përemra)

Pronouns take the place of nouns. Generally, pronouns represent persons or objects that are assumed to be known to the audience (e.g., Rather than saying, "Joseph Smith translated the Book of Mormon," you can say, "He translated it."). Like nouns, pronouns can be the subject, direct object, or indirect object.

Nominative Pronouns (Subject)		Accusative Pronouns (Direct Object)		Dative Pronouns (Indirect Object)		Ablative Pronouns	
unë <i>I</i>	ne <i>we</i>	mua <i>me</i>	ne <i>us</i>	mua <i>(to) me</i>	neve <i>(to) us</i>	meje <i>(through) me</i>	nesh <i>(through) us</i>
ti <i>you (sg.)</i>	ju <i>you (pl.)</i>	ty <i>you (sg.)</i>	ju <i>you (pl.)</i>	ty <i>(to) you [sg.]</i>	juve <i>(to) you [pl.]</i>	teje <i>(through) you [sg.]</i>	jush <i>(through) you [pl.]</i>
ai/ajo <i>he/she/it</i>	ata/ato <i>they (m/f)</i>	atë <i>him/her/it</i>	ata/ato <i>them (m/f)</i>	atij/asaj <i>(to) him/her/it</i>	atyre <i>(to) them</i>	atij/asaj <i>(through) him/her/it</i>	atyre <i>(through) them</i>

Examples:

Ju erdhët në momentin kur **unë** po flisja me një kërkues.  
*You came right at the moment I was speaking to an investigator.*

Breth **nesh** kemi shumë miq dhe mbështetje.  
*Around us we have many friends and much support.*

**Ne** ia dhamë librin **atyre**.  
*We gave the book to them.*

## Verbs (Folje)

Verbs describe action or a state of being. For example, a person can *pray, talk, bless, or be*. Fundamentally, all verbs have a base form called the participle, which represents the verb's action NOT linked to any person, tense, mood, or voice. Originating with the participle, you can conjugate verbs to adjust for person, tense, mood, or voice.

Verb Samples			
Participle Form (non-specific)	përparuar <i>to progress</i>	folur <i>to speak</i>	ngrënë <i>to eat</i>
Action Form (specific)	përparoj <i>I progress</i>	folëm <i>we spoke</i>	hëngri <i>he ate</i>

Examples:

Para se të **hani** duhet t'i **jepni** falënderime Perëndisë.  
*Before you eat, you should give thanks to God.*

**Do të ishte** e mrekullueshme nëse mund të më **ndihmoje**.  
*It would be marvelous if you could help me.*

Me t'u **folur** prindërve, do të **mësojmë** edhe djaln e tyre.  
*Having spoken to the parents, we will also teach their son.*

## Adverbs (Ndajfolje)

Adverbs describe verbs, adjectives, or other adverbs.

Adverb Samples		
burrërisht <i>bravely</i>	kështu <i>like this</i>	çdo javë <i>weekly</i>
më mirë <i>better</i>	hap pas hapi <i>step by step</i>	shpirtërisht <i>spiritually</i>

In English, adverbs are often formed by adding the suffix “-ly.” Adverbs answer the question, “How does he walk? When did he walk?” *He walks **quickly**, **quietly**, and **with purpose**. He walked **today** and **yesterday**.* In Albanian, an adverb can either precede or follow the word it is describing.

Examples:

**Dje** i shërbyem familjes Kashari.

**Yesterday** we served the Kashari family.

Folëm **shumë shkurt** për punët e shtëpisë.

We spoke **very briefly** about the house work.

Akullorja më pëlqen **jashtëzakonisht shumë**.

I like ice cream **very much**.

**Dje** describes when the family was served.

**Shkurt** describes the verb *folëm*, and **shumë** describes the adverb *shkurt*.

**Jashtëzakonisht** and **shumë** both describe the verb *pëlqen*.

## Adjectives and Articles (Mbiemra dhe Nyje)

Adjectives describe nouns. They change according to the gender, number, and case of the noun they describe. Make sure you know the properties of the noun before you move on to the adjective. In Albanian, there are **articulated**, **non-articulated**, **-shëm/-shme**, and **possessive** adjectives.

Articles (i, e, të, or së) precede certain adjectives called **articulated adjectives** (*të ndarë*, for example) and some **possessive adjectives** (*e tyre*, for example). They also precede **possessive nouns** (*i Perëndisë*, for example). They reflect the gender, case, number, and definiteness of the noun that precedes it. The closest translation for articles in English is the word *of*: “rod of iron,” “Son of God.”

Adjective Samples		
i ngjyrosur <i>colored</i>	e depërtueshme <i>permeable</i>	e tij <i>his</i>
fëmijëror <i>childish</i>	shpirtgjerë <i>big-hearted</i>	ime <i>my</i>

Adjectives answer the question, “What words could I use to describe [something]?” *It is **quick**, **quiet**, and **purpose driven**.* In Albanian, adjectives nearly always follow nouns.

Examples:

Libri i Mormonit është një libër **i vërtetë**.

The Book of Mormon is a **true** book.

Kisha ndodhet mbrapa Bankës **Kombëtare Tregtare**.

The church is located behind the **National Commercial** Bank.

Shoku **im** është **i shkëlqyeshëm** dhe punon fort.

My companion is **excellent** and works hard.

Kisha **e** Jezu Krishtit **e** Shenjtorëve **të** Ditëve **të** Mëvonshme

The Church of Jesus Christ of Latter-day Saints.

**I vërtetë** describes the noun *libër*.

**Kombëtare** and **Tregtare** describe the noun *Bankë*.

**Im** and **i shkëlqyeshëm** describe the noun *shoku*.

You can think of the translation as: The Church **of** Jesus Christ **of** the Saints **of** Days **of** Latter.

## Prepositions (Parafjalë)

Prepositions explain relationships between words in a sentence. They often express location or direction. Prepositions always precede a noun or a pronoun. When you combine a preposition with a noun or pronoun, it forms a prepositional phrase. For example, *"through the Spirit"* is a prepositional phrase; "through" is the preposition and "Spirit" is the noun.

Remember, it is more important and effective to learn prepositional phrases rather than the prepositions by themselves. In Albanian there are four types of prepositions: nominative, accusative, genitive, and ablative. Depending on the type of preposition, the ending of noun will change.

Prepositional Phrase Samples			
Nominative	Accusative	Genitive	Ablative
te (kisha) <i>to, at (the church)</i>	me (kishën) <i>with (the church)</i>	me anë të (kishës) <i>by means of (the church)</i>	afër (kishës) <i>close to (the church)</i>
nga (Tirana) <i>from, by (Tirana)</i>	në (Tiranë) <i>in, at (Tirana)</i>	për shkak të (Tiranës) <i>because of (Tirana)</i>	rreth (Tiranës) <i>around (Tirana)</i>

Examples:

Unë jam **nga Bostoni** dhe ky është **nga Juta**, që ndodhet **afër Kalifornisë**.  
*I am **from Boston** and he is **from Utah**, which is happens to be **near California**.*

Mrekullitë ndodhin kur ecim **me besim** dhe **pa dyshim**.  
*The miracles happen when we walk **with faith** and **without doubt**.*

E gjeta dyqanin e këpucëve **përmbi supermarketit**.  
*I found the shoe store **attached to the supermarket**.*

## Clitics (Trajta të Shkurtra)

Clitics represent nouns or pronouns that are directly affected by verbs. However, instead of following the verb, clitics always precede the verb. In essence, imagine that every verb is sandwiched between two nouns: the clitic and the noun itself.

Accusative Clitics		Dative Clitics	
më <i>me</i>	na <i>us</i>	më <i>to me</i>	na <i>to us</i>
të <i>you (sg.)</i>	ju <i>you (pl.)</i>	të <i>to you (sg.)</i>	ju <i>to you (pl.)</i>
e <i>him/her/it</i>	i <i>them</i>	i <i>to him/her/it</i>	u <i>to them</i>

The beauty of clitics is that they are short. Hence, in Albanian, they are called “trajta të shkurtëra” or “the short forms.” Instead of using the long forms of nouns, you can express yourself concisely by using the clitic.

Examples:

Perëndia **na** do **ne**.  
God (**us**) loves **us**.

We can remove the pronoun *ne*.  
Perëndia **na** do.

Unë **të** kuptoj **ty**  
I (**you**) understand **you**.

We can remove the pronouns *unë* and *ty*.  
**Të** kuptoj.

Ajo **e** gjeti **Jezu Krishtin** në Librin e Mormonit.  
She (**him**) found **Jesus Christ** in the Book of Mormon.

If understood in context, we can remove the nouns *ajo* and *Jezu Krishti*.  
**E** gjeti në Librin e Mormonit.

# The Cases (Rasat)

## Examples

<b>The lesson</b> is about the plan of salvation.	<b>Mësimi</b> është rreth planit të shpëtimit.
We will give <b>the lesson</b> tonight.	Ne do ta japim <b>mësimin</b> sonte.
<b>The lesson's</b> theme is the love of God.	Tema <b>e mësimit</b> është dashuria e Perëndisë.
The gospel is preached <b>to the world</b> .	Ungjilli i predikohet <b>botës</b> .
Through <b>Christ</b> , we are saved.	Nëpërmjet <b>Krishtit</b> , ne jemi të shpëtuar.

## Explanation

In Albanian, the endings of words change according to their role in a sentence. For example, observe how the word *Perëndi* (*God*) changes in the following table:

Examples:

<b>Perëndia</b> më do. <i>God loves me.</i>	"God" is the <b>subject</b> (nominative case).
Unë e dua <b>Perëndinë</b> . <i>I love God.</i>	"God" is the <b>direct object</b> (accusative case) of the verb "love."
Unë i jap falenderime <b>Perëndisë</b> . <i>I give thanks to God.</i>	"God" is the <b>indirect object</b> (dative case) receiving "thanks" (which is the direct object of the verb "give").
Jezu Krishti është Biri i <b>Perëndisë</b> . <i>Jesus Christ is the Son of God.</i>	"God" has <b>possession</b> (genitive case) of the word "Son."
Ne lexojmë rreth <b>Perëndisë</b> . <i>We read about God.</i>	"God" is the <b>noun of the preposition</b> (ablative case) "about."

Noun case can be determined by asking one of five questions.

Case Determining Questions			
Nominative	<i>kush</i>	-	<b>kush?</b> <b>who?</b>
Accusative	<i>kë</i>	-	<b>kë/çfarë</b> zgjodhe? <b>whom/what</b> did you choose?
Dative	<i>kujt</i>	-	<b>kujt</b> ia bëri ai? <b>he does it to whom?</b>
Genitive	<i>i kujt</i>	-	<b>i kujt</b> është kjo? <b>whose</b> is it?
Ablative	<i>prej kujt</i>	-	<b>prej kujt</b> është? <b>of/from whom</b> is it?

Each of the examples in the previous table shows the implied meaning of each case. In other words, putting a word into a given case changes its meaning by changing its role in a sentence.

Verbs **and** prepositions can change a noun's case.

**\*Note:** Case endings are termed **declensions**. The act of putting different case endings on nouns and adjectives is called **declining**.

## Overview of the Cases (Përshkrim i Shkurtër i Rasave)

This section gives a brief explanation of the five Albanian cases and which verbs and prepositions change the noun's case.

### The Nominative Case (Rasa Emërore)

The nominative case is used to indicate **the subject** of a sentence. Dictionaries list words in their **nominative** forms.

Nominative Sample				
Subject		Verb		Subordinate Clause
<b>Aleksandra</b> <i>Alexandra</i>	+	foli <i>spoke</i>	+	në kishë sot. <i>in church today.</i>

In addition, there are three prepositions that trigger the nominative case:

Nominative Prepositions		
te(k) <i>to, at</i>	nga <i>from</i>	si <i>like, as</i>

Examples:

E dërgove **te shtëpia** ime?  
*You sent it to my home?*

**Shtëpia** is nominative because it follows the preposition **te**.

**Unë** vij **nga Shtetet** e Bashkuara të Amerikës.  
*I come from the United States of America.*

**Unë** is nominative because it is the subject of the sentence.

**Shtetet** is nominative because it follows the preposition **nga**.

**Unë** dua të behem **si Jezu Krishti**.  
*I want to become like Jesus Christ.*

**Unë** is nominative because it is the subject of the sentence.

**Jezu Krishti** is nominative because it follows the preposition **si**.

### The Accusative Case (Rasa Kallëzore)

The accusative case is used to indicate **the direct object** (whom or what is being acted upon) in a sentence. Usually this is the noun that directly follows the verb. However, the accusative case can also be used in expressions that describe duration, frequency, and distance.

Accusative Sample				
Subject		Verb (+ clitic)		Direct Object
Unë <i>I</i>	+	e lexoj <i>read</i>	+	librin. <i>the book.</i>

Additionally, there are eight commonly used prepositions that trigger the accusative case.

Accusative Prepositions							
me <i>with</i>	pa <i>without</i>	në <i>to, in</i>	mbi <i>over, on</i>	nën <i>under</i>	për <i>for, about</i>	ndër <i>among, amid</i>	nëpër <i>through, among</i>

Examples:

Perëndia na do **ne**.  
God loves **us**.

Perëndia e përgatiti **Librin** e Mormonit nëpërmjet Jozef Smithit.  
God prepared **the Book** of Mormon through Joseph Smith.

Mendoni **për domëthënien** e atyre fjalëve.  
Think **about (upon) the meaning** of those words.

Ti mund ta dallosh **Shpirtin** e Zotit **ndër zërat** e tjerë të botës.  
You can distinguish **the Spirit** of the Lord **amid the** other **voices** of the world.

**Ne** is accusative because it is being acted upon by the verb **do**.

**Librin** is accusative because it is being acted upon by the verb **përgatiti**.

**Domëthënien** is accusative because it follows the preposition **për**.

**Shpirtin** is accusative because it is being acted upon by the verb **dallosh**. **Zërat** is accusative because it follows the preposition **ndër**.

### The Dative Case (Rasa Dhanore)

The dative case indicates the indirect object (to whom or to what the action of a verb is done) in a sentence. This is often expressed with the preposition "to" in English. For example, "I gave the book to her."

Dative Sample					
Subject		Verb (+ clitic)		Indirect Object	Prepositional Phrase
Unë I	+	i foli spoke to	+	Perëndisë God	në lutje. in prayer.

Examples:

Ata ma dhanë **mua** Librin e Mormonit.  
They gave **(to) me** the Book of Mormon.

Misionarët u shërbejnë **njerëzve**.  
The missionaries serve **people**.

**Mua** is dative because it is being given to. **Librin** is accusative because it is actually given.

**Njerëzve** is dative because they are being served to.

### The Genitive Case (Rasa Gjinore)

The genitive case is used to show possession (sometimes rendered in English by the word "of" or an "s"). A genitive noun is always preceded by an article (i.e., *i, e, të, së*) signifying "of."

Genitive Sample					
Subject		Verb (+ clitic)		Direct Object	Possessive Clause
Mira Mira	+	e lexon reads	+	librin book	e Artanit. Artan's.

Examples:

Kisha e Jezu Krishtit e Shenjtorëve të Ditëve të Mëvonshme  
The Church of Jesus Christ of Latter-day Saints

Plani i Perëndisë e përfshiu përkthimin e Librit të Mormonit nëpërmjet Jozef Smithit.  
God's plan included the translating of the Book of Mormon through Joseph Smith.



## The Ablative Case (Rasa Rrjedhore)

The ablative case is used after many prepositions.

Ablative Sample						
Subject		Verb		Abl. Prep.		Noun
Unë <i>I</i>	+	fjeta <i>slept</i>	+	gjatë <i>through</i>	+	filmit. <i>the film.</i>

The following eight prepositions are commonly used:

Ablative Prepositions							
prej <i>of, from, by</i>	ndaj <i>toward</i>	para <i>before</i>	pas <i>after</i>	larg <i>far</i>	sipër <i>above</i>	nëpërmjet <i>through</i>	gjatë <i>along, during, throughout</i>

Examples:

Jozef Smithi përktheu Librin e Mormonit **nëpërmjet fuqisë** së Perëndisë.  
*Joseph Smith translated the Book of Mormon **through the power** of God.*

Studiojini shkrimët e shenjta **gjatë** gjithë **jetës** suaj.  
*Study the scriptures **throughout** your entire **life**.*

Additionally, the ablative case is used for nouns describing other indefinite nouns.

For example, in English one might say, *I was listening to a Church song*. The word "church" is a noun describing another noun "song."

In Albanian you would say *po dëgjoja një këngë kishë* ("I was listening to a Church song") in the exact same manner. This example would indicate an **ablative** declension of the word *kishë*.

Compare this to the alternative, *po dëgjoja një këngë të kishës* ("I was listening to a song of the church"). This example would indicate a **genitive** declension of the word *kishë*.

Examples:

Ne duhet të vazhdojmë të bëjmë punë **misionare**.  
*We need to continue to do **missionary** work.*

The noun **misionar** is describing the indefinite noun *punë*.

Ju mund të gjeni një grup **shokësh** në kishë.  
*You can find a group of **friends** at church.*

The noun **shokë** is describing the indefinite noun *grup*.

**\*Note:** Remember that it is most important to learn prepositional phrases such as *nga Perëndia*, *me Perëndinë*, or *prej Perëndisë* rather than the prepositions by themselves. This is the best way for you to learn the correct noun declensions.

# Activities

## Personal

### Writing

- A. Read the following Albanian passages. On a separate sheet of paper, write down each bolded noun and identify which case it is in (i.e., nominative, accusative, genitive, ablative, or dative). Check your answers.
1. “**Perëndia**<sup>a</sup> është **Ati**<sup>b</sup> Ynë Qiellor. Ne jemi **fëmijët**<sup>c</sup> e Tij. Ai ka një **trup**<sup>d</sup> prej mishi<sup>e</sup> dhe **kockash**<sup>f</sup> që është i lavdëruar dhe i përsosur. Ai<sup>g</sup> na do. Ai vajton me **ne**<sup>h</sup> kur vuajmë dhe gëzohet kur bëjmë çfarë është e drejtë. Ai dëshiron të komunikojë me ne<sup>i</sup> dhe ne<sup>i</sup> mund të komunikojmë me **Të**<sup>k</sup> nëpërmjet **lutjes**<sup>l</sup> së sinqertë.” (Predikoni Ungjillin Tim fq. 31)
  2. “Dhe në qoftë se njerëzit vijnë tek **unë**<sup>a</sup>, unë do t’u tregoj **atyre**<sup>b</sup> **dobësinë**<sup>c</sup> e tyre. Unë u jap **njerëzve**<sup>d</sup> **dobësi**<sup>e</sup>, që ata të jenë të përlurur dhe **hiri**<sup>f</sup> im është i mjaftueshëm për të gjithë **njerëzit**<sup>g</sup> që përlulen para **meje**<sup>h</sup>; pasi në qoftë se ata përlulen para **meje**<sup>i</sup> dhe kanë besim tek **unë**<sup>j</sup>, atëherë unë do të bëj që **gjërat**<sup>k</sup> e dobëta, të bëhen të forta në **ta**<sup>l</sup>.” (Ethëri 12:27)
  3. “Prandaj, **kushdo**<sup>a</sup> që beson në **Perëndi**<sup>b</sup>, mund të shpresojë me **siguri**<sup>c</sup> për një botë më të mirë, po, madje për një **vend**<sup>d</sup> në krahun e djathtë të **Perëndisë**<sup>e</sup>, shpresë e cila vjen nga **besimi**<sup>f</sup> dhe shërben si një **spirancë**<sup>g</sup> për shpirtat e njerëzve, që do t’i bëjë ata të sigurt dhe të vendosur, gjithmonë plot me **vepra**<sup>h</sup> të mira, duke qenë të udhëhequr për të lavdëruar **Perëndinë**<sup>i</sup>.” (Ethëri 12:4)
  4. “Dhe ndodhi që **unë**<sup>a</sup>, **Nefi**<sup>b</sup>, i thashë **atit**<sup>c</sup> tim: Unë do të shkoj dhe do të bëj **gjërat**<sup>d</sup> që Zoti ka urdhëruar, pasi e di se Zoti nuk u jep **urdhërime**<sup>e</sup> **fëmijëve**<sup>f</sup> të **njerëzve**<sup>g</sup> pa përgatitur një **udhë**<sup>h</sup> për ta, që ata të mund të plotësojnë **gjënë**<sup>i</sup>, që **ai**<sup>j</sup> i urdhëron.” (1 Nefi 3:7)
- B. As you are planning for a lesson with an investigator think of a few sentences you would like to say (e.g., explaining a scripture, summarizing the First Vision, sharing a personal experience). Then think of a case that you have a hard time using. Write down five sentences that focus on this case that you will be able to use in the lesson with the investigator. Then, show your sentences to your companion or a native speaker, and ask him or her to correct them.
1. Read 1 Nephi chapter one, or even just a few verses. Try to find examples of all the cases. Ask a native or your companion to see if they are correct. The answers for the first five verses are provided in the back of this book.
  2. For one day, keep track of the number of times you hear someone use a particular case, or cases. At the end of the day, examine how many times you heard it. How common (or uncommon) is the case in everyday conversation? Record what you learn in your notebook. Adjust your own personal style of speaking with focusing on using the correct case as needed in order to best fit how Albanians actually speak.

## Companion

### Writing

- C. Collaborate with your companion to create three questions in Albanian that you’d use in a Restoration lesson that combines use of all five of the cases.

### Speaking

- D. Discuss with your companion the implied meanings of each of the five cases. Together, come up with English and Albanian sentences that use these implied meanings.

- E. With your companion, talk about why you decided to serve a mission. Also discuss the things you have learned thus far because of your decision to serve.
- F. Read the following dialogue aloud with your companion. Identify the cases of the bolded nouns as you go:

Elder Hoxhaj: **Elder Tomas**<sup>a</sup>, me kë shërbeve në transfertën e kaluar?

Elder Tomas: Shërbeva me **Elder Markun**<sup>b</sup>. E trajnova **Elder Markun**<sup>c</sup>. **Elder Marku**<sup>d</sup> më do shumë.

Elder Hoxhaj: Më vjen mirë! A i dhe ndonjë gjë **Elder Markut**<sup>e</sup> para se të ikte?

Elder Tomas: Po, sigurisht! Ia dhashë **Elder Markut**<sup>f</sup> **kollaren**<sup>g</sup> time blu. E mban mend **kollaren**<sup>h</sup> që vura në konferencën e **zonës**<sup>i</sup> muajin e kaluar?

Elder Hoxhaj: Ah po! E mbaj mend atë. E ke fjalën për **kollaren**<sup>j</sup> blu me **viza**<sup>k</sup> të bardha?

Elder Tomas: Po, ia dhashë pas **transfertës**<sup>l</sup> tonë bashkë.

### Reading

- G. Select one of the missionary lesson pamphlets and from the beginning, try to find the first example of each case given in the text. After you have found all five cases, compare with your companion to see if he or she found the same five words. If not, discuss your findings to determine any mistakes either of you might have made.

## Group

### Speaking

- H. Have selected members from the group prepare to teach a case. When your group meets, have each member that was selected teach that particular case.
- I. Have one companionship role-play as investigators and another companionship role-play as missionaries. The companionship acting as missionaries will role-play teaching the First Vision. Focus on making sure you are using the correct cases when teaching.
- J. Take turns going around a circle, with one person giving a preposition and the next giving a correctly declined noun that might follow the preposition. Then, it is time for the person in the middle to provide a new preposition. Go as long as you can without repeating prepositions.

# Sentence Structure (Ndërtimi i Fjalisë)

## Examples

The Book of Mormon is the most correct book on earth.	Libri i Mormonit është libri më i saktë në tokë.
The gospel of Jesus Christ helps us with current concerns and challenges.	Ungjilli i Jezu Krishtit na ndihmon në lidhje me shqetësime dhe sfida të sotme.
Who is the Holy Ghost, and how does He work?	Kush është Fryma e Shenjtë dhe si punon Ai?
Those who live the law of chastity enjoy the strength that comes from self-control.	Ata që e jetojnë ligjin e dëlirësisë e gëzojnë forcën që vjen nga vetëkontrolli.
Who do you know who might be interested in and benefit from this message?	Kë njihni që mund të jetë i interesuar dhe mund të përfitojë nga ky mesazh?

## Explanation

The Albanian language is very flexible in its sentence structure. Many sentences can rearrange word order and still maintain the same understanding. However, there are some rules that must be adhered to. These rules and their flexibility will be discussed below.

## Basic Sentence Structure (Ndërtimi i Fjalive të Thjeshta)

The basic parts of speech introduced in the previous section are the building blocks of the sentence. As in most languages, the basic sentence is composed of a subject and verb.

Basic Sentence		
Subject	+	Verb
Një misionar A missionary		mëson. teaches.

## Objects (Kundrinorët)

Sentences can have direct and indirect objects. Direct objects are accusative nouns; indirect objects are dative nouns. Because the declension tells you how the noun functions, word order may change. People will understand you, not by the order in which you place the nouns, **but by using the correct noun declension**. (See sample sentences 1, 2, and 3 below.)

Sentence with Objects - Sample 1								
Subject	+	Clitic*	+	Verb	+	Direct Object	+	Indirect Object
Një misionar A missionary		ua [them to them]		mëson teaches		mësimet lessons		kërkuesve. to investigators.

Sentence with Objects - Sample 2								
Subject	+	Clitic*	+	Verb	+	Indirect Object	+	Direct Object
Një misionar A missionary		ua [them to them]		mëson teaches		kërkuesve to investigators		mësimet. lessons.

Sentence with Objects - Sample 3								
**Indirect Object	+	Subject	+	Clitic*	+	Verb	+	Direct Object
Kërkuesve <i>To the investigators,</i>		një misionar <i>a missionary</i>		ua <i>[them to them]</i>		mëson <i>teaches</i>		mësimet. <i>lessons.</i>

\*Note: Clitics always immediately precede verbs.

\*\*Note: Noun placement changes the emphasis of the sentence. Often if a noun is the first word of the sentence, it is the most important, be it the subject, direct object, or indirect object.

\*\*\*Note: In addition, if direct objects or indirect objects are not important, they can be dropped entirely as long as their associated clitics remain. I.e I teach the gospel: *E mësoj ungjillin* becomes *E mësoj*.

### Adjectives (Mbiemra)

Albanian adjectives **follow** the noun they describe: "dëshmi e fortë."

Sentence with Adjectives										
Subject	+	Adjective	+	Clitic	+	Verb	+	Direct Object	+	Indirect Object
Një misionar <i>A missionary</i>		i mirë <i>good</i>		ua <i>[them to them]</i>		mëson <i>teaches</i>		mësimet <i>lessons</i>		kërkuesve. <i>to investigators.</i>

### Adverbs (Ndajfolje)

Albanian adverbs are placed in a variety of positions in sentences, just like English.

Sentence with Adverb - Sample 1												
Subject	+	Adjective	+	Clitic	+	Verb	+	Adverb	+	Direct Object	+	Indirect Object
Një misionar <i>A missionary</i>		i mirë <i>good</i>		ua <i>[them to them]</i>		mëson <i>teaches</i>		me gëzim <i>happily</i>		mësimet <i>lessons</i>		kërkuesve. <i>to investigators.</i>

Sentence with Adverb - Sample 2												
Subject	+	Adjective	+	Clitic	+	Verb	+	Direct Object	+	Indirect Object	+	Adverb
Një misionar <i>A missionary</i>		i mirë <i>good</i>		ua <i>[them to them]</i>		mëson <i>teaches</i>		mësimet <i>lessons</i>		kërkuesve <i>to investigators</i>		me gëzim. <i>happily.</i>

## Negative Sentence Structure (Ndërtimi i Fjalive Mohuese)

Negative sentences are formed when you wish to negate a current statement: *I can run* vs. *I cannot run*. In Albanian, the negative particle *nuk* or *s'* is used before the **verb**.

Negative Sentence Samples						
Subject	+	Negative Particle	+	Verb	+	Clause
Gjyshi <i>Grandfather</i>		<b>nuk</b> <i>did not</i>		qau <i>cry</i>		kur unë ika në mision. <i>when I left for my mission</i>
Gjyshi <i>Grandfather</i>		s'qau <i>did not cry</i>				kur unë ika në mision. <i>when I left for my mission.</i>

In the negative sentence structure, clitics are placed **between** the negative particles and their verbs.

Negative Sentence Sample with a Clitic								
Negative Particle	+	Clitic	+	Verb	+	Direct Object	+	Indirect Object
Nuk Did not		ia [it to him]		dhashë I gave		çelësin the key		atij. to him.

### Using Mos (Përdorimi i Pjesës Mos)

*Mos* is another negative particle used only in **imperative (command)**, **subjunctive**, **optative (wishing)**, and **continuous (duke)** sentences positioned right before verbs.

Imperative Example		
Negative Particle	+	Verb
<b>Mos</b> <i>Do not</i>		bërtit! <i>yell!</i>

Negative Sentence Sample with a Clitic						
Subjoined Negative Particle	+	Subjoined	+	Verb	+	Direct Object
<b>Të mos</b> <i>To not</i>		lutesh		është		mëkat
	+	<i>pray</i>		<i>is</i>		<i>a sin</i>

Optative Example		
Negative Particle	+	Optative Verb
<b>Mos</b> vdeksha! <i>May I not die!</i>		

Continuous Samples						
Gerand	+	Negative Particle	+	Participle	+	Clause
Duke <i>By</i>		<b>mos</b> <i>not</i>		lexuar <i>reading</i>		ti nuk do të mësosh shumë. <i>you will now learn much.</i>

\*You may be tempted to say *jo* instead of *nuk* or *mos*. Remember that *jo* is only synonymous to the English word "no," and when used in a phrase, it precedes nouns and occasionally adjectives.

**\*Note:** *Nuk* and *Mos* always immediately precede verbs (or clitics, if one is used).

## Interrogative Sentence Structure (Ndërtimi i Fjalive Pyetëse)

### Asking Questions (Parashtrimi i Pyetjeve)

Interrogative or question sentences can be created in three ways:

1. Place the particle “a” before all other words in a clause. Generally, “a” is the English equivalent of did/does.

Interrogative Particle Sentence - Sample 1								
Particle	+	Clitic	+	Verb	+	Adverb	+	Direct Object
<b>A</b> <i>Did</i>		e <i>[it]*</i>		lexuat <i>you read</i>		sot <i>today</i>		Librin e Mormonit? <i>the Book of Mormon?</i>

\*Note: With clitics, [it] is referring to the direct object, *the Book of Mormon*

2. Place the subject at the beginning of the sentence.

Interrogative Order Sentence - Sample 2								
Subject	+	Clitic	+	Verb	+	Direct Object	+	Adverb
Ju You		e [it]		lexuat read		Librin e Mormonit the Book of Mormon		sot? today?

3. Drop the subject entirely. This occurs when the subject is assumed.

Note: If the particle a is being dropped, as in this case, then the tone of one's voice should convey that a question is being asked. Without changing one's tone, the sentence will sound like a statement.

Interrogative Order Sentence - Sample 3						
Clitic	+	Verb	+	Direct Object	+	Adverb
E [It]		lexuat read (you)		Librin e Mormonit the Book of Mormon		sot? today?

### Word Order (Rendi i Fjalëve)

When using the **command form** there are various ways to juxtapose the word order of both clitic and noun. The different ways are situational. Below, note the different locations of the clitic *më*.

How to say “tell me”	When to Use
<b>më</b> thua	Normal
<b>më</b> thoni	Singular Formal or Plural Normal
thau <b>j</b> më	Informal
thom <b>ë</b> ni	Singular Polite Informal or Plural Informal

Sometimes you'll hear someone use an adverb before a noun. In such a case, the speaker is emphasizing the adjective and its importance rather than simply the noun. In other languages, this effect happens when you raise the tone of your voice for different words for emphases (e.g., *He is happy* vs. *He is happy*).

Form	Meaning
<b>Çun</b> i shkretë.	Wretched <i>boy</i> . (emphasis is on <i>boy</i> )
<b>I shkreti</b> çun!	Poor boy! (emphasis is on <i>poor</i> )
<b>Vjollca</b> është një anëtare e mirë.	<i>Vjollca</i> is a good member. (emphasis is on <i>Vjollca</i> )
<b>Është një anëtare e mirë</b> Vjollca.	<i>She's a good member</i> , Vjollca is. (emphasis is now on the clause)
<b>Atje</b> është kisha.	The church is over <i>there</i> . (emphasis on the church's location)
<b>Kisha</b> është atje.	The <i>church</i> is over there. (emphasis on the church as a subject)
E <b>di</b> atë?	Do you <i>know</i> that? (emphasis on <i>knowing</i> )
<b>Atë</b> e di?	Do you <i>really</i> know <i>that thing</i> ? (emphasis on the object <i>atë</i> and its validity)
<b>Atë</b> di?	Is it <i>that</i> thing that you know? (emphasis on the object <i>atë</i> as opposed to <i>another</i> thing)
E di <b>ti</b> atë?	Do <i>you</i> know that? (introducing the pronoun emphasizes <i>who</i> is acting)

## Activities

### Personal

#### Reading

- A. The word order in the Albanian sentence structure is different than the sentence structure of English. Read from the Book of Mormon and general conference talks in Albanian so you can be more acquainted with the order of specific adverbs, adjectives, verbs, and nouns in a sentence.

#### Writing

- B. Turn the following statements into questions. Check your answers.
- Ata kanë ardhur në kishë për ta marrë sakramentin.
  - Ti do ta japësh dëshminë tënde në mësimin tonë me Agimin.
  - Ne do të lozim futboll te fusha e Ali Demit nga ora 10.
  - Dje erdhi shoku im i ri, Elder Anderson.
  - Keni edhe 5 minuta para se të ikni.



- C. Translate the following sentences into Albanian. Check your answers.
1. (You sg.) Ask your friend if he wants to come too.
  2. Moroni was a faithful disciple of Jesus Christ.
  3. Do you want to come to church to meet the bishop?
  4. Brother Dushku is known for speaking very quickly!
  5. Nothing is impossible if we have faith. (Remember: Double negatives exist in Albanian, so negate all appropriate nouns and verbs.)
- D. Negate the following statements. Check your answers. (Note: there may be more than one correct answer).
1. Ne po shkojmë te shtëpia e tyre.
  2. Ajo do që të takohet me Motrat.
  3. Ata kanë folur me të gjithë që kur dolën nga shtëpia.
  4. Jepja asaj Librin e Mormonit!
  5. Pas orës 9:30, ne mund të shkojmë kudo.
- E. Which type of sentences are you struggling with? Questions? Describing objects? Telling stories? Commanding? Try making 10 sentences of that type, and have a companion or native review them.

## Companion

### Speaking

- F. Ask your companion to pay attention to your sentence structure during a lesson. After the lesson, ask your companion if he or she has any suggestions or patterns that you need to improve. Then go back in the sections and review the structures that you need to improve. For example, if your companion noticed your use of negated sentences, review the section on negation and try to incorporate it into the next interaction you have.

### Writing

- G. Make five sentences of each structure type and try being creative with word order. Have a native review the sentences you write and explain any mistakes you may have made. Ask the native how he or she would phrase these sentences and why.
- H. During a companionship inventory or planning session, use the negative sentence structure to write down habits you or your companion want to change or goals you'd like to set.

Example: We don't want to be in the apartment after 10:00 a.m.

### Reading

- I. With your companion, find sentences in *Preach My Gospel* that might be useful for an upcoming lesson. Discuss with your companion why the sentences are written the way that they are. How does the sentence structure of *Preach My Gospel* differ from how you might say it?

### Listening

- J. Actively listen to native speakers and pay close attention to their sentence structure. How does their sentence structure vary for different situations? When do they drop certain parts of speech? Make note of any unique forms you hear. Discuss your findings with your companion, and find ways you can incorporate your knowledge of the sentence structures into your own speaking.

## Group

### Speaking

- K. With a group, try asking each other questions and answering them with full sentences. For example:
- Motra Jamison: A e njihni atë djalë?
- Elder Brown: Jo, nuk e njoh atë djalë.
- Elder Brown: A keni blerë një makinë të re?
- Motra Davis: Po, ne blemë një makinë të re.
- L. With your district, share idioms and phrases you've learned. As you do so, examine the structure of these idioms and ask each other why they're worded the way they are. (Note that some idioms may be oddly phrased for the sake of rhythm or to rhyme.)
- M. Form a circle as a group. One missionary will start by saying a sentence in Albanian. The next missionary will have to negate that sentence. The next missionary will state another sentence and the missionary next to him or her will negate the sentence. Continue stating and negating sentences so everyone has the chance to state and negate a sentence. For example:
- Elder White: Po ta shohim atë film do të ishte kënaqësi.
- Motra Smith: Po të mos e shohim atë film do të ishte kenaqësi. OR Në qoftë se nuk e shohim atë film do të ishte kenaqësi.
- N. As a group, make a list of as many things as you can think of that missionaries should not do. This is a great opportunity to review the Missionary Handbook. You might even consider stating questions that investigators might have about keeping the Word of Wisdom or the law of chastity. (Example: Nuk duhet të bëjmë not.) Also practice the command form negation mos.



# Asking About and Expressing a State of Being

## Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **God** loves us. **We are** His **children**. (Gender and Declensions)
- Today, we have **twelve apostles** and **one prophet** on the earth. (Plurality)
- **The** Book of Mormon is not **an** ordinary book. (Definiteness)
- **God is** our **Father** in Heaven. (Nominative Case)
- Joseph Smith **translated the Book** of Mormon. (Accusative Case)
- God **gives** commandments **to us** because He loves us. (Dative Case)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

### Doctrine from the Lessons

- “The Great Apostasy” (What is an apostasy? Was the gospel on the earth during the Apostasy?)
- “Pre-Earth Life: God’s Purpose and Plan for Us” (What was our life like before we came to earth?)
- “Our Life on Earth” (What is the purpose of life?)
- “The Atonement” (What is the Atonement?)
- “Faith in Jesus Christ” (What is faith? Who do we believe Christ is?)
- “Baptism, Our First Covenant” (What is baptism? What is an ordinance? What is a covenant?)
- “The Gift of the Holy Ghost” (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- “Live the Law of Chastity” (What is chastity?)
- “Obey the Word of Wisdom” (What are things we should avoid taking into our bodies?)
- “Eternal Marriage” (What are the blessings of a temple marriage?)

### Tasks from *Missionary Vocabulary and Phrases Book*

- “Ask Questions and Listen” (How do I ask them in the language?)
- “Explain Priesthood Ordinances” (What is the Priesthood? What is an ordinance?)
- “Meet Someone” (Who are you? What is their name? Who do you represent?)
- “Use the Scriptures” (Who is speaking? To whom is he/she talking? Who are Lamanites and Nephites?)

## Gender and Declension (Gjini dhe Lakimi)

### Examples

Being

We are all <b>God's missionaries</b> .	Ne të gjithë jemi <b>misionarët e Perëndisë</b> .
Agim gives his whole <b>heart to the Gospel</b> .	Agimi ia jep gjithë <b>zembrën</b> e tij <b>Ungjillit</b> .
Eralda loves to see <b>the temple</b> .	Eraldës i pëlqen ta shikojë <b>tempullin</b> .
Through <b>faith</b> in <b>Christ</b> , we can come closer <b>to Him</b> .	Nëpërmjet <b>besimit</b> në <b>Krisht</b> , ne mund t'i afrohemi <b>Atij</b> .
Throughout <b>this life</b> , we learn and grow.	Gjatë <b>kësaj jete</b> , ne mësojmë dhe rritemi.

### Explanation

Case endings, or declensions, are different suffix endings applied to nouns to signify different cases. These declensions depend on case, gender, definiteness, and plurality. The act of applying these different case endings is called **declining** a noun.

Albanian nouns are primarily divided into the male and female genders. There are also some nouns that take on the neuter gender, as well as nouns whose gender changes when switching from the singular to the plural form.

In addition to gender, Albanian noun declensions decline according to plurality. Much like in English when adding an "-s" to indicate plurality, the plurality of a noun is shown primarily by adding suffixes and changing letters to the end of the noun. Nouns becoming plural by changing sounds will be discussed in this section.

The effects of noun plurality can be observed in other words like adjectives: *mësim i mirë* → *mësime të mira*. The definite-indefinite distinction in English is made with the *articles* "a" and "the" are placed before the noun; however, in Albanian, nouns are made definite by declination.

### Masculine Declension Overview (Vështrim i Lakimit Mashkullor)

Singular nominative masculine noun declensions\* use *-i* or *-u* to indicate that they are definite.

Masculine Suffixes				
Case	Singular		Plural	
	Indefinite	Definite	Indefinite	Definite
Nominative	-	<i>-i/u</i>	(Plural suffix)	<i>-t</i>
Accusative	-	<i>-in/un (-në)</i>	(Plural suffix)	<i>-t</i>
Dative/Genitive	<i>-i/u</i>	<i>-it/ut</i>	<i>-ve</i>	<i>-ve</i>
Ablative			<i>-sh*</i>	

Masculine Examples (-i / -u)				
sqarim- clarification shteg- path	Singular		Plural	
	Indefinite	Definite	Indefinite	Definite
Nominative	sqarim* shteg	sqarimi shtegu	sqarime shtigje	sqarimet shtigjet
Accusative	sqarim* shteg	sqarimin** shtegun	sqarime shtigje	sqarimet shtigjet
Dative/Genitive	sqarimi shtegu	sqarimit shtegut	sqarimeve shtigjeve	sqarimeve shtigjeve
Ablative			sqarimesh shtigjesh	

\*In the indefinite nominative and accusative cases, all nouns are in their base forms (i.e., without an ending on the stem).

\*\* The vowel used for the masculine definite accusative declension is based on the definite nominative declension (i.e., sqarimi → sqarimin).

## Feminine Declension Overview (Vështrim i Lakimit Femëror)

Singular nominative feminine nouns usually use an *-a* to indicate that they are definite.

Feminine Suffixes				
Case	Singular		Plural	
	Indefinite	Definite	Indefinite	Definite
Nominative	-	-a/ja	(Plural suffix)	-t
Accusative	-	-në	(Plural suffix)	-t
Dative/Genitive	-a/-e/-je	-së	-ve	-ve
Ablative			-sh	

Feminine Examples (-a / -ja)				
punë-work kala- castle	Singular		Plural	
	Indefinite	Definite	Indefinite	Definite
Nominative	punë* kala	puna kalaja	puna kala	punët kalatë
Accusative	punë * kala	punën** kalanë	puna shtigje	punët shtigjet
Dative/Genitive	pune kalaje	punës kalasë	punëve kalave	punëve kalave
Ablative			punësh kalash	

\*In the indefinite nominative and accusative cases, all nouns are in their base forms (i.e., without an ending on the stem).

\*\* Unlike masculine declensions, the vowel used for the feminine definite accusative declension is based on the indefinite accusative declension (i.e., punë => punën NOT puna => punan)

## Specific Masculine Declensions (Lakime Mashkullore Specifike)

### -i Masculine Declensions (Lakime mashkullore me -i)

- **Consonant + -i**
- **Vowel + -ri**
- **-ë → -i**
- **-ua → -oi**

Most nouns ending in consonants are masculine.

Consonant + -i Masculine Samples					
gëzim a joy	→	gëzimi the joy	lis an oak	→	lisi the oak
gur a stone	→	guri the stone	mal a mountain	→	mali the mountain
tempull a temple	→	tempulli the temple	top a ball	→	topi the ball

Examples:

Paqja vjen nga **gëzimi** i ungjillit.  
Peace comes from **the joy** of the gospel.

Është **parim** i Fjalës së Urtësisë që ne të mos pimë duhan.  
It is a **principle** of the Word of Wisdom that we do not smoke tobacco.

Some masculine nouns end in a vowel. When these nouns are declined, an “r” is placed between the vowel and the new endings.

Vowel → -ri Masculine Samples					
zë a voice	→	zëri the voice	dru (piece of) wood	→	druri the (piece of) wood
pe a thread	→	peri the thread	një one	→	njëri (as in njëri-tjetri) the one (as in one another)

Examples:

Jozefi dëgjoi një **zë** që thirri emrin e tij.  
Joseph heard a **voice** that called his name.

→

**Zëri** i Perëndisë e thirri Jozef Smithin.  
**The voice** of God called Joseph Smith.

Babai preu **dru** që të mbante ngrohtë familjen.  
The father cut **wood** to keep his family warm.

→

A mund të ma japësh **drurin**?  
Can you give me **the wood**?

Some masculine nouns that end on a stressed syllable and particularly with -ë use -i to become definite.

-ë → -i Masculine Samples					
kalë a horse	→	kali the horse	lumë a river	→	lumi the river
gjumë sleep	→	gjumi the sleep	djathë cheese	→	djathi the cheese

Examples:

Jezu Krishti ishte një **burrrë** i mençur.  
*Jesus Christ was a wise **man**.*

→

Jezu Krishti është **burri** që adhurojmë.  
*Jesus Christ is **the man** we worship.*

Jozefi e mori thirrjen si profet kur ai ishte vetëm **djalë i ri**.  
*Joseph received the call as prophet when he was only a young **boy**.*

→

**Djali** Jozef u thirr si profet.  
***The boy** Joseph was called as prophet.*

A few nouns that end in *-ua* are masculine. When declined, the *-ua* becomes *-oi*, and the new endings are then attached.

<b>-ua → -oi Masculine Samples</b>				
ftua a quince	→	ftoi the quince	thua a fingernail	→ thoi the fingernail

Examples:

Mund të themi se Krishti është një **krua** bekimesh.  
*We can say Christ is a **fount** of blessings.*

→

A do pini nga **Kroi** i Bardhë në Mirditë?  
*Are you going to drink from **the White Spring** in Mirdita?*

Ajo theu padashje një **thua**.  
*She broke a fingernail unintentionally.*

→

**Ftoi** në oborrin e Fatmirës bën marmelatë të shijshme.  
***The quince** in Fatmira's yard makes very yummy jam.*

### -u Masculine Declensions (Lakime mashkullore me -u)

#### • Consonant/Vowel + *-u*

Most nouns that use *-u* to become definite end in *h*, *g*, or *k*.

Some masculine nouns ending in accented vowels also use *-u*.

<b>-u Masculine Samples</b>				
ujk a wolf	→	ujku the wolf	dhe (some) earth/soil	→ dheu the earth/soil
veri north	→	veriu the north	shteg a path	→ shtegu the path

Examples:

Jezusi ishte më shumë se një **njeri**.  
*Jesus was more than a **man**.*

→

**Njeriu** më i rëndësishëm për të dëgjuar sot është profeti.  
***The most important man** to listen to today is the prophet.*

Ne qëndrojmë **krah** për **krah** me Krishtin.  
*We stand **arm** in **arm** with Christ.*

→

**Krahu** i avionit është shumë i gjatë.  
***The airplane wing** is very long.*

**Exception-** some noun and names in the masculine gender ending in *-i* go with a feminine ending *-a* when in plural, such as: libër (libri) - libra; Lekë (Leki) - Leka; Geg (Gegi) - Gega; fshat (fshati) - fshatra. The same principle applies to some feminine nouns, only in the reverse. Here are some feminine examples: Iris - Irisi; Kimet - Kimeti. Usually they are names and not nouns.



## Specific Feminine Declensions (Lakimet Femërore Specifike)

### -a Feminine Declensions (Zgjedhimet Femërore me -a)

- **Consonant + -a**

- **Vowel + -ja**

Note: Some feminine consonant noun endings include *-ër, -ël, -zë, -ur, and -ull*. When declined, the *-ë* is dropped and the new ending *-a* is attached to the consonant. Also, most indefinite nouns that end in *-i* are feminine and made definite by adding an *-a*. For example: *bukuri* → *bukuria*; *dituri* → *dituria*; *mirësi* → *mirësia*.

Consonant + -a Feminine Samples					
motër <i>a sister</i>	→	motra <i>the sister</i>	pupël <i>a feather</i>	→	pupla <i>the feather</i>
flutur <i>a butterfly</i>	→	flutura <i>the butterfly</i>	mbesë <i>a niece</i>	→	mbesa <i>the niece</i>

Examples:

Si një misionar mund të jesh një **vegël** në duart e Perëndisë.

*As a missionary you can be a **tool** in God's hands.*

Pallati i Mbretit Zog është mbi një **kodër**.

*The Palace of King Zog is on a **hill**.*

A mund të ma japësh atë **librezë**?

*Can you give me that **booklet**?*

Misionari është **vegla** në duart e Perëndisë.

*The missionary is **the tool** in God's hands.*

**Kodra** sipër Durrësit është e lartë.

***The hill** above Durrës is high.*

Lexova shumë nga **libreza**.

*I read a lot from **the booklet**.*

Vowel + -ja Feminine Samples					
gjë <i>a thing</i>	→	gjëja <i>the thing</i>	rrufe <i>a clap of thunder</i>	→	rrufeja <i>the clap of thunder</i>
dele <i>a sheep</i>	→	delja <i>the sheep</i>	grua <i>a woman</i>	→	gruaja <i>the woman</i>
foto <i>a photo</i>	→	fotoja <i>the photo</i>	fe <i>a religion</i>	→	feja <i>the religion</i>

Examples:

Ai i shënoi mendimet e tij në një **fletore**.

*He wrote his thoughts down in a **notebook**.*

Ajo është një **mësuese** e fuqishme.

*She is a powerful **teacher**.*

Lexoni këto fjalë nga **fletorja** juaj.

*Read these words from your **notebook**.*

Motra Demiri qe **mësuesja** ime.

*Sister Demiri was my **teacher**.*

## Gender Switching Nouns (Emrat që Ndryshojnë Gjini)

Certain types of masculine nouns become feminine when plural. There are two types:

- Plural suffix *-e*
- Plural suffix *-ra*

1. Masculine nouns that form the plural with the suffix *-e*.

<b>-e Gender Switching Noun Samples</b>					
mendim <i>thought</i>	→	mendime <i>thoughts</i>	breg <i>hill</i>	→	brigje <i>hills</i>
vend <i>place</i>	→	vende <i>places</i>	qytet <i>city</i>	→	qytete <i>cities</i>

Examples:

Ai **mal** është shumë i lartë.      Ato **male** janë shumë të larta.  
 That **mountain** is very high.      Those **mountains** are very high.

2. Masculine nouns that form the plural with the suffix *-ra*.

<b>-ra Gender Switching Noun Samples</b>					
djathë <i>cheese</i>	→	djathëra <i>cheeses</i>	ujë <i>water</i>	→	ujëra <i>waters</i>
mall <i>merchandise</i>	→	mallra <i>merchandises</i>	lesh <i>wool</i>	→	leshra <i>wools</i>

\*Note: While *-ra* is technically a feminine noun ending, in modern Albanian, it is generally still treated as masculine. Therefore, you might hear *libra të tjerë* more often than *libra të tjera*, for example.

Examples:

Lushnja është një **fshat** i vogël.      Lushnja e Patosi janë **fshatra** të vogla.  
 Lushnjë is a small **village**.      Lushnja and Patos are small **villages**.

## Advanced Principles for Mastery

### Neuter Nouns (Emrat Asnjënjës)

Neuter noun forms are distinct from masculine ones only for the definite, nominative, and accusative cases: neuter nouns have the ending *-t* in both cases instead of masculine *-i* and *-n*.

A stem final *-ë* (as in *të ftohtë*) drops, as always, when followed by an ending beginning in a vowel.

Neuter nouns taken from participles formed with the suffix *-ur*, insert the vowel *i* in the nominative and accusative definite between the stem and the *-t* ending: *të ngritur-i-t* (raising), *të ecur-i-t* (walking).

The neuter gender is primarily used in two instances:

1. Verb participles converted to nouns using articles.

<b>Verbal Neuter Noun Formation</b>						
Verb	Article		Participle		Ending	New Noun
<b>eci</b> (I) walk	të	+	ecur <i>walked</i>	+	it	të ecurit <i>the act of walking</i>

Verbal Neuter Noun Samples					
ardhur <i>arrived</i>	→	të ardhurit <i>the arrival</i>	të menduar <i>thinking</i>	→	të menduarit <i>the act of thinking</i>
shtypur <i>crushed</i>	→	të shtypurit <i>the act of crushing</i>	të ngrënë <i>eating</i>	→	të ngrënë <i>the act of eating</i>

Example:

Ai ka **folur** shumë mirë.      Ai është shumë i aftë me **të folurit**.  
*He has **spoken** very well.*      *He is very skillful with **speaking**.*

2. Adjectives converted into articulated nouns.

Adjectival Neuter Noun Samples					
të errët <i>dark</i>	→	të errëtit <i>the dark</i>	të kuq <i>red</i>	→	të kuqtë <i>the red</i>
të nxehtë <i>hot</i>	→	të nxehtët <i>the hot one/heat</i>	të zi <i>black</i>	→	të zitë <i>the black</i>

Example:

Është shumë **ftohtë** përjashta.      **Të ftohtët** më lanë te sëmurë gjithë vitin.  
*It is very **cold** outside.*      ***The cold** left me sick all the year.*

## Declining Neuter Nouns

The Neuter Declension			
Noun	Case	Singular	
		Indefinite	Definite
të folur <i>speaking</i>	Nominative	të folur	të folur- <b>i-t</b>
	Accusative	të folur	të folur- <b>i-t</b>
	Dative/Ablative/ Genitive	të folur- <b>i</b>	të folur- <b>i-t</b>
të ftohtë <i>cold</i>	Nominative	të ftohtë	të ftohtë- <b>t</b>
	Accusative	të ftohtë	të ftohtë- <b>t</b>
	Dative/Ablative/ Genitive	të ftohtë- <b>i</b>	të ftohtë- <b>i-t</b>

Example:

**Të shprehurit** në gjuhë të huaj është shumë vështirë  
**Expressing** (oneself) in a foreign language is very difficult.

**Të folurit** është ndryshe nga të shkruarit.  
**Speaking** is different from writing. (with speaking)

Pionerët kishin **të ftohtë** gjatë shtegut të tyre  
*The pioneers were **cold** while on the trail. (during their trails)*

**Të pasurit** e Frymës së Shenjtë më sjell paqe në jetë.  
**Having** the Holy Ghost brings peace into my life.

In accordance with the general rule, the final -ë drops when the vowel in the preceding syllable is unstressed, so that it only appears in case endings after noun stems that end in a stressed vowel. Nouns that have -ë before a stem final -l or -r in their citation form (e.g., *vegël* [tool], *motër* [sister]), move the -ë after the -l or -r before the ending. As usual, if the ending begins in a vowel the ë then falls.

Similarly, feminine nouns with base forms ending with -ull or -ur whose indefinite singular nominative and accusative forms have lost an earlier -ë, show -ë before case endings that begin in a consonant.

## Activities

### Personal

#### Reading

- A. Identify the gender of the following bolded words in the scriptures. Check your answers.

Dhe tani **bijtë**<sup>a</sup> e mi, mbani **mend**<sup>b</sup>, mbani mend se është mbi **shkëmbin**<sup>c</sup> e **Shëlbuesit**<sup>d</sup> tonë që është Krishti, **biri**<sup>e</sup> i **Perëndisë**<sup>f</sup>, që ju duhet të ndërtoni **themelin**<sup>g</sup> tuaj; që kur **djalli**<sup>h</sup> të çojë **erërat**<sup>i</sup> e tij të fuqishme, po **shigjetat**<sup>j</sup> e tij në **shtjellë**<sup>k</sup> të **erës**<sup>l</sup>, po, kur i gjithë **breshëri**<sup>m</sup> i tij dhe **furtuna**<sup>n</sup> e tij e fuqishme do të lëshohen mbi ju, nuk do të ketë **fuqi**<sup>o</sup> mbi ju, që t'ju tërheqë në **humnerën**<sup>p</sup> e mjerimit dhe të **vuajtjes**<sup>q</sup> së pafund, për shkak të **shkëmbit**<sup>r</sup> mbi të cilin jeni ndërtuar, që është një **bazë**<sup>s</sup> e sigurt, një bazë mbi të cilën në qoftë se **njerëzit**<sup>t</sup> ndërtojnë, nuk mund të bien. (Helamani 5:12)

Dhe ndodhi që ata udhëtuan për shumë **ditë**<sup>a</sup> nëpër **vendin**<sup>b</sup> e shkretë dhe agjëruan shumë dhe u lutën shumë, që **Zoti**<sup>c</sup> t'u jepte një **pjesë**<sup>d</sup> të **Shpirtit**<sup>e</sup> të tij, që të shkonte me ta dhe të qëndronte me ta, që të ishin një **mjet**<sup>f</sup> në duart e Perëndisë për të sjellë, po të ishte e mundur, **vëllezërit**<sup>g</sup> e tyre Lamanitë në njohurinë e së vërtetës, në **njohurinë**<sup>h</sup> e **poshtërsisë**<sup>i</sup> së **traditave**<sup>j</sup> të etërve të tyre, të cilat nuk ishin të drejta. (Alma 17:9)

#### Writing

- B. Using these words, write 10 sentences, and try to use as many different cases as you can.

profet <i>prophet</i>	stacion <i>station</i>	rregull <i>rule</i>	makinë <i>car</i>	gjysh <i>grandfather</i>	energji <i>energy</i>	plan <i>plan</i>
libër <i>book</i>	ndërtesë <i>building</i>	zyrë <i>office</i>	shofer <i>driver</i>	guxim <i>bravery</i>	ungjill <i>gospel</i>	vëlla <i>brother</i>
respekt <i>respect</i>	gazetë <i>newspaper</i>	emër <i>name</i>	këmishë <i>shirt</i>	letër <i>letter</i>	besim <i>faith</i>	familje <i>family</i>
kor <i>choir</i>	fjalë <i>word</i>	këmbë <i>leg</i>	orë <i>watch</i>	hap <i>step</i>	lutje <i>prayer</i>	vend <i>place</i>
tempull <i>temple</i>	priftëri <i>priesthood</i>	dyqan <i>store</i>	laps <i>pencil</i>	bukuri <i>beauty</i>	stilolaps <i>pen</i>	ushqim <i>food</i>
rrugë <i>street</i>	drejtësi <i>justice</i>	mbiemër <i>last name</i>	telefon <i>phone</i>	shpatë <i>sword</i>	ligj <i>law</i>	motër <i>sister</i>

#### Speaking

- C. Take five words that you have recently learned, especially those of which you have difficulty determining the gender, and try using those words in three sentences that each focus on making sure you are using the correct ending for each gender.

## Writing

- D. Decline each of the words in the last column of Activity B. Decline these words into every form possible (case, plurality, definiteness). Check answers in the back.
- E. Each of the following sentences has an error, indicated in bold. Correct the errors, and check your answers in the answer key. The given English translations indicate the meaning of the sentence, not necessarily the word-for-word translation.
1. Unë e mora këtë prej një **shok\***  
*I got this from a friend.*
  2. Një **djali\*** nga Tirana u kthye në besim.  
*A boy from Tirana got converted.*
  3. Ne mund të vrapojmë te **kalanë** për stërvitjen e mëngjesit.  
*We can run to the castle for morning exercise.*
  4. Shqipëria ka shumë **mal\*** të bukura.  
*Albania has many beautiful mountains.*
  5. Çfarë **bukuri\*** ka dhoma!  
*What beauty this room has!*
  6. **Ringjallje\*** e Krishtit është e domosdoshme për shpëtimin tonë.  
*The Resurrection of Christ is essential for our salvation.*

## Companion

### Speaking

- F. Ask your companion to name one of his or her favorite things (animals, foods, etc.). Then, see if you can provide all the nominative forms for that noun. (For example, if your companion says his favorite animal is a lion, you would provide the words, “luan, luani, luanë, luanët.”) Then, he must provide the accusative forms (for example, “luan, luanin, luanë, luanët”). Then, it would be your turn to provide the genitive/ablative/dative forms. Note: the only difference between these last three forms occurs in the ablative, indefinite, and plural form. When you have finished naming all noun declensions for this word, it is your turn to choose the new word, and you will repeat the process with your companion beginning with the nominative forms.

### Reading

- G. With your companion, choose a passage of scripture that you plan to use in an upcoming lesson and read it together, identifying the nouns and what gender they are.
- H. Go through the following section about patience from *Preach My Gospel* and indicate the gender, case, definiteness, and plurality of each noun. Compare your answers with your companion and take turns discussing why you labeled each noun the way you did. (For example, if you saw the word “bukurinë,” you would label it as “feminine, accusative, definite, singular.”)

*Durimi është aftësia për të duruar vonesën, shqetësimin, kundërvënien, ose vuajtjen pa u inatosur, zhgënjyer, ose pa u bërë i paduruar. Durimi është aftësia për të bërë vullnetin e Perëndisë dhe për të pritur kohën e Tij. Kur jeni të duruar, ju qëndroni të fortë përballë shqetësimeve dhe mund ta përballoni fatkeqësinë qetësisht dhe me besim. Durimi lidhet me shpresën dhe besimin—ju duhet të prisni që të përmbushen bekimet e premtuara nga Zoti.*

### Speaking

- I. Give a preposition (in Albanian). Then have your companion provide a properly declined noun that might follow the preposition. For example, if you say “prej,” your companion might respond with “Perëndisë.” This means, “from God.” Make sure you both know the translation for both the preposition and the noun before moving on. Rotate who provides the preposition and who provides the noun.

## Group

### Writing

- J. In Albanian, names are also declined, since they are proper nouns. With a group of missionaries, write down a list of current investigators you are teaching. Then, determine the gender of each name and decline it. Practice scenarios where you would need to use these names in cases other than just nominative. For example, in a prayer you might ask Heavenly Father to bless your investigator, Mira, by saying, “bekoje Mirën.”

### Speaking

- K. Take turns naming a nearby object. With the group, try to come up with as many sentences as you can that require you to decline the noun differently. When you run out of ideas, find and name a new object. Try to switch the gender between every object. For example, if you chose “libër” (masculine) as your first word, you could perhaps use “lule” (feminine) next, followed by “njeri” (masculine), and so on.

### Listening

- L. Invite a native to share a story with your district. As he/she does so, record as many nouns as you can, writing them down in the form in which they were said. When the story is done, see who has recorded the most nouns. As a bonus, you can go back and indicate next to each noun its gender, case, definiteness, and plurality.

### Reading

- M. Choose your favorite chapter from the Book of Mormon and read it together as a group. When you get to a noun determine the gender, case, definiteness, and plurality. Discuss the more challenging words and why they take the forms they do.

## Plurality of Nouns (Shumësia e Emrave)

### Examples

Being

We ask Him for <b>things</b> we need.	I kërkojmë Atij <b>gjëra</b> që na nevojiten.
As we serve, we develop new <b>talents</b> .	Ndërsa shërbejmë, ne <b>zhvillojmë</b> talente të reja.
As we live the gospel, we become more grateful for our <b>blessings</b> .	Ndërsa e jetojmë Ungjillin, ne bëhemi më shumë mirënjohës për <b>bekimet</b> tona.
May we talk to your <b>friends</b> about our message?	A mund të flasim me <b>shokët/shoqet</b> tuaj/tuaja për mesazhin tonë?
We know that the Lord will bless your <b>efforts</b> .	E dimë se Zoti do t'i bekojë <b>përpjekjet</b> tuaja.

### Explanation

Albanian nouns can be singular or plural. They can also be indefinite or definite. This section discusses the various ways masculine and feminine nouns become plural.

Nouns become plural by adding suffixes and changing sounds. Some nouns do not change when they become plural. Please refer to the *Definiteness* section to learn about how to make nouns definite. In this section you will learn the indefinite forms. Indefinite means that it is not specific: *an apple* as opposed to *the apple*, *some friends* as opposed to *my friends*.

It will be noted here that the neuter gender is not commonly used in the plural form and will not be discussed further. One example is *cheese-djath*. It is conjugated as follows: *djath -i, -ëra*

**Important: For all suffixes, masculine and feminine, note that if you want to make the plural definite, just add -t.** Definite plurality will be discussed at the end of this section.

### The Masculine Suffixes (Prapashtesat Mashkullore)

Many types of masculine nouns become plural by adding suffixes. The most common suffixes are -ë, -a, and -e. A brief summary of other suffix types will be shown as well.

#### -ë Masculine Suffix

An -ë is added with nouns ending in -ac, -aç, -af, -ak, -al, -an, -ap, -ar, -ec, -eç, -ek, -el, -en, -er, -esh, -et, -ik, -il, -in, -ir, -ist, -it, -or, -oz, -uk, -un, and other consonants. Typically an -ë at the end of words is not pronounced. These nouns remain masculine.

**\*Note: most nouns referring to a living person, animal, or occupation are pluralized with an -ë**

-ë Masculine Suffix Noun Samples					Other -ë samples		
(një) kafaz <i>a cage</i>	→	(disa) kafazë <i>some cages</i>	(një) kolonialist* <i>a colonialist</i>	→	(disa) kolonialistë <i>some colonialists</i>	tullac → tullacë baç → baçë paragraf → paragrafë kapak → kapakë kal → kalë tigan → tiganë dollar → dollarë shqiptar → shqiptarë memec → memecë gjyveç → gjyveçë kek → kekë dembel → dembelë kapiten → kapitenë	berber → berberë arbëresh → arbëreshë planet → planetë mekanik → mekanikë katil → katilë kofin → kofinë zinxhir → zinxhirë optimist → optimistë komit → komitë punëtor → punëtorë marangoz → marangozë bishtuk → bishtukë spiun → spiunë
(një) gomar <i>a donkey</i>	→	(disa) gomarë <i>some donkeys</i>	(një) fjalor <i>a dictionary</i>	→	(disa) fjalorë <i>some dictionaries</i>		

Examples:

Vëllai Vogli është një **artist**.  
*Brother Vogli is an **artist**.*

→

Vëllai Vogli dhe Vëllai Risto janë **artistë**.  
*Brother Vogli and Brother Risto are **artists**.*

Unë doja të bëhesha një **doktor**.  
*I wanted to become a **doctor**.*

→

Vëllai im e unë donim të bëheshim **doktorë**.  
*My brother and I wanted to become **doctors**.*

Një **student** mëson shumë.  
*A **student** learns a lot.*

→

Kjo lagje ka shumë **studentë**.  
*This neighborhood has many **students**.*

**\* For monosyllabic nouns such as *bli, bri, dre, dru, fre, tra, or krye*, the suffix *-rë* is used in the plural.**

### -a Masculine Suffix

An *-a* forms the plural with most masculine nouns. Most multi-syllable nouns ending with *-on* and *-oz* use an *-a* to become plural. Nouns that end in *-ër*, drop the *-ë* and add an *-a* on the end to make plural.

**\*Note: most nouns referring to a concrete, inanimate objects are pluralized with an *-a***

-a Masculine Suffix Noun Samples					Other -a samples		
(një) telefon <i>a telephone</i>	→	(disa) telefona <i>some telephones</i>	(një) derr <i>a pig</i>	→	(disa) derra <i>some pigs</i>	person → persona milion → miliona mitraloz → mitraloza kavanoz → kavanoza kosh → kosha libër → libra bel → bela pjeper → pjepra	spec → specia kastravec → kastraveca stol → stola gol → gola gjel → gjela brez → breza çengel → çengela metër → metra
(një) karafil <i>carnation</i>	→	(disa) karafila <i>some carnations</i>	(një) çun <i>a boy</i>	→	(disa) çuna <i>some boys</i>		



Examples:

Një **pëllumb** zbriti nga qielli.  
A **dove** descended from heaven.

→

Në Gjakovë ka shumë zogj si **pëllumba**.  
In Gjakova there are many birds like **doves**.

Mbrëmë, ai më mori në **telefon**.  
Last night, he called me on the **telephone**.

→

Kur hyra në zyrë pashë gjithë ata **telefona**.  
When I got into the office I saw all those **telephones**.

A ke një **numër** telefoni?  
Do you have a telephone **number**?

→

Hajde të flasim për disa **numra** të rrugëve.  
Let's speak about some **numbers** of the streets.

### -e Masculine Suffix

An -e is added with nouns ending in -im, -ion, -azh, -ezh, -us, -d, -kt, -ft and other consonants.

**Important: the -e suffix makes those masculine nouns become feminine in the plural.**

-e Masculine Suffix Noun Samples					Other -e samples	
(një) stacion a station	→	(disa) stacione some stations	(një) cilësim a qualification	→	(disa) cilësime some qualifications	bekim → bekime vendim → vendime botim → botime informacion → informacione emocion → emocione mision → misione profesion → profesione vend → vende mal → male
(një) kusht a condition	→	(disa) kushte some conditions	(një) mesazh a message	→	(disa) mesazhe some messages	presion → presione avantazh → avantazhe personazh → personazhe pus → puse virus → viruse hibrid → hibrade fakt → fakte raft → rafte kopsht → kopshte

Examples:

A mund të mendosh për një **bekim** në jetën tënde?  
Can you think of a **blessing** in your life (m.)?

→

A mund të mendosh për disa **bekime**?  
Can you think of some **blessings** (f.)?

Tirana është **qytet** i bukur.  
Tirana is a beautiful **city** (m.).

→

Tirana dhe Durrësi janë **qytete** të bukura.  
Tirana and Durrës are **cities** (f.).

Është një **dyqan** në bulevard.  
There is a **store** on the boulevard (m.).

→

Ka plot **dyqane** në bulevard.  
There are many **stores** on the boulevard (f.).

### Other Masculine Suffixes (Prapashtesa të Tjera Mashkullore)

There are a number of less common suffixes that appear in commonly used words. Nouns using -nj, -enj, -inj, -ër, and -ra suffixes will be briefly discussed here.

Other Masculine Suffix Nouns				
Suffix	Explanation	Example		
-nj	A <i>-nj</i> is used with nouns that end in a stressed vowel.	flori gold	→	florinj (pieces of) gold
-enj	An <i>-enj</i> is used with nouns ending in a stressed <i>-a</i> . Note as well that in the plural the vowel cluster <i>-ua</i> and the stressed final vowel <i>-a</i> drop before the <i>-enj</i> suffix.	përrua brook	→	përrenj brooks
-inj	An <i>-inj</i> is used with a few nouns ending in consonants.	shkop stick	→	shkopinj sticks
-ër	An <i>-ër</i> is used with a few nouns which indicate living things. (A few of these change their stem vowel <i>a</i> to <i>e</i> in the plural.)	prind parent	→	prindër parents
-ra	An <i>-ra</i> is used with a number of nouns, which designate unified types of substances. An English equivalent would be oil and oils ("oils" denotes different types of oil rather than multiple units of one oil).	mall merchandise	→	mallra merchandises

Examples:

-nj	Një <b>bari</b> erdhi ta adhurojë Jezusin. A <b>shepherd</b> came to worship Jesus.	→	Disa <b>barinj</b> erdhën ta adhuronin Jezusin. Some <b>shepherds</b> came to worship Jesus.
-enj	Lana është një <b>lumë</b> në Tiranë. The Lana is a <b>river</b> in Tirana.	→	Shkumbini dhe Osumi janë <b>lumenj</b> në Shqipëri. The Shkumbin and Osum are <b>ivers</b> in Albania.
-inj	Ah! Është një <b>gjarpër</b> aty! Ah! That is a <b>snake</b> there!	→	Ah! Ka <b>gjapërinj</b> aty! Ah! There are <b>snakes</b> there!
-ër	Një mbretëri duhet të ketë një <b>mbret</b> . A kingdom must have one <b>king</b> .	→	Një mbretëri nuk duhet të ketë dy <b>mbretër</b> . A kingdom must not have two <b>kings</b> .
-ra	A mund të hash ketë lloj <b>drithi</b> ? Can you eat <b>this kind of grain</b> ?	→	<b>Drithërat</b> në Shqipëri janë të shëndetshme. <b>Grains</b> in Albania are healthy.

### Masculine Vowel Change

Masculine nouns ending with *-ua* change that vowel with *-o*. Most of these types of vowel-shifting nouns add *-nj* after the *o*, except *krua* (fountain) as shown below.

Masculine Vowel Shifting Nouns				
(një) ftua a quince	→	(disa) ftonj some quinces	(një) patkua a horseshoe	→ (disa) patkonj some horseshoes

Examples:

<b>Floriri</b> i Lehit u vodh nga Labani. Lehi's <b>gold</b> was stolen by Laban.	→	Nëna e Donikës ka shumë <b>florinj</b> . Donika's mom has a lot of <b>gold</b> .
Krishti është një <b>krua</b> bekimesh. Christ is a <b>fount</b> of blessings.	→	Kopshti i Edenit kishte shumë <b>kroje</b> me ujë. The Garden of Eden had many water <b>fountains</b> .

### Masculine No Change

The majority of masculine nouns formed with the suffixes *-ës* and *-as* do not change when made plural. A few other nouns have stems identical in both their singular and plural forms.

Masculine No Change Nouns					
(një) gjykatës <i>a judge</i>	→	(disa) gjykatës <i>some judges</i>	(një) qen <i>a dog</i>	→	(disa) qen <i>some dogs</i>
(një) vendës <i>a native</i>	→	(disa) vendës <i>some natives</i>	(një) muaj <i>a month</i>	→	(disa) muaj <i>some months</i>

Examples:

S'kam nevojë për **përkthyes** më!  
*I don't need a **translator** anymore!*

→

Ka shumë **përkthyes** italian në Durrës.  
*There are many Italian **translators** in Durrës.*

Unë kam një **nxënës** të shkëlqyer në klasë.  
*I have an excellent **student** in class.*

→

Kemi shumë **nxënës** të shkëlqyer këtu në shkollë.  
*We have many excellent **students** here in school.*

### Only the Final Consonant Changes

<i>g → gj and k → q</i>			<i>ll → j and r → j</i>		
(një) zog <i>a bird</i>	→	(disa) zogj <i>some birds</i>	(një) kapitull <i>a chapter</i>	→	(disa) kapituj <i>some chapters</i>
(një) armik <i>an enemy</i>	→	(disa) armiq <i>some enemies</i>	(një) bir <i>a son</i>	→	(disa) bij <i>some sons</i>

Example:

Kam një **mik** të mirë në Elder Haxhiun.  
*I have a good **friend** in Elder Haxhiu.*

→

I kam **miq** Eldërat Haxhiu dhe Lesi.  
*I have **friends**, Elders Haxhiu and Lesi.*

Afër një peme pashë një **lepur**.  
*I saw a **rabbit** near a tree.*

→

Afër Fierit është një burrë që shet **lepuj**.  
*Close to Fier, there is a man who sells **rabbits**.*

### Masculine Palatalization

Palatalization is changing the sound of a consonant by moving the tongue along the roof of the mouth. For example, an *xh* in Albanian is made by making a hard English *j* (as in **George**) at the teeth. An Albanian *gj* is made by moving the tongue further back to the hard palate and replicating air flow used to make the *xh* sound. A *g* sound (as in **gorge**) is made by moving the tongue even further back to the soft palate and using the same air flow used to create *xh* and *gj*. This is palatalization. This is another tool used to make nouns plural. Palatalization occurs with the letters *g → gj*, *k → q*, and *ll/r → j*.

Palatalizations				
Teeth		Hard Palate		Soft Palate
xh	→	gj	→	g
ç	→	q	→	k

There are three ways to create plurals using palatalization: a final consonant change, a consonant change with an -e, and a consonant change coupled with an internal vowel change and -e.

### Final Consonant Change + -e (Common)

<i>g → gje and k → qe</i>			<i>ll → je and r → je</i>		
(një) bark <i>a stomach</i>	→	(disa) barqe <i>some stomachs</i>	(një) pyll <i>a forest</i>	→	(disa) pyje <i>some forests</i>
(një) treg <i>a market</i>	→	(disa) tregje <i>some markets</i>	(një) yll <i>a star</i>	→	(disa) yje <i>some stars</i>

Example:

A mund ta lexosh këtë **varg**?  
*Can you read this **verse**?*

→

A mund t'i lexosh këto **vargje**?  
*Can you read these **verses**?*

Ke **fill**? Kam grisur pantallonat e mia.  
*Do you have a **thread**? I ripped my pants.*

→

Po. Kam **fije** me ngjyrën blu të errët ose të zezë.  
*Yes. I have **threads** with the color dark blue or black.*

### Final Consonant Change + Vowel Change + -e (Less Common)

<i>g → igje and k → eqe</i>			<i>ll → oje and r → oje</i>		
(një) breg <i>a shore</i>	→	(disa) brigje <i>some shores</i>	(një) shuall <i>a shoe sole</i>	→	(disa) shoje <i>some shoe soles</i>
(një) lak <i>a snare</i>	→	(disa) leqe <i>some snares</i>	(një) truall <i>a land</i>	→	(disa) troje <i>some lands</i>

Example:

Ka një **shteg** të ngushtë drejt dritës.  
*There is a narrow **path** towards the light.*

→

Ka shumë **shtigje** të gjera drejt errësirës.  
*There are many wide **paths** towards darkness.*

Mjalti vjen nga një **huall**.  
*Honey comes from a **honeycomb**.*

→

Përmeti është i famshëm për **hoje** fantastike.  
*Përmet is famous for fantastic **honeycombs**.*

Nouns determine the gender, case, definiteness, and plurality. Discuss the more challenging words and why they take the forms they do.

## The Feminine Suffixes (Prapashtesat Femërore)

There are two plural feminine suffixes: *-a* and *-ra*.

### -a Feminine Suffix

An *-a* is used with most feminine nouns ending in *-ë*, *-ër*, *-ël*, *-ëz*, *-ull*, and *-ur*.

<b>-a Feminine Suffix Nouns</b>					<b><i>Other -a samples</i></b>	
(një) fushë <i>a field</i>	→	(disa) fusha <i>some fields</i>	(një) dorezë <i>a glove</i>	→	(disa) doreza <i>some gloves</i>	vegël → vegla flutur → flutura motër → motra petull → petulla endëz → endëza
(një) kodër <i>a hill</i>	→	(disa) kodra <i>some hills</i>	(një) sqetull <i>an armpit</i>	→	(disa) sqetulla <i>some armpits</i>	

(Note that the vowel *ë* between the *r* and *l* drops before a suffix beginning with a vowel.)

Example:

Mësova një <b>vajzë</b> me babain e saj. <i>I taught a <b>girl</b> with her father.</i>	→	Ka shumë <b>vajza</b> në klasën e të Rejave. <i>There are many <b>girls</b> in the Young Women's class.</i>
Misionari i mirë është një <b>vegël</b> në duart e Perëndisë. <i>The good missionary is a <b>tool</b> in the hands of God.</i>	→	Misionarë duhet të jenë <b>vegla</b> në duart e Perëndisë. <i>Missionaries should be <b>tools</b> in the hands of God.</i>

### -ra Feminine Suffix

A *-ra* is used with *gjë* (thing) and a few substance nouns.

<b>-ra Feminine Suffix Nouns</b>				
(një) gjë <i>a thing</i>	→	(disa) gjëra <i>some things</i>	(një) verë <i>a wine</i>	→ (disa) verëra <i>some wines</i>

Example:

Ka një <b>gjë</b> që duhet të bësh tani. <i>There is one <b>thing</b> you must do now.</i>	→	Ka disa <b>gjëra</b> që duhet të bësh tani. <i>There are several <b>things</b> you must do now.</i>
<b>Verë</b> mund të simbolizojë gjakun e Krishtit. <i><b>Wine</b> can symbolize the blood of Christ.</i>	→	<b>Verëra</b> dhe pije të tjera s'lejohen nga Perëndia. <i><b>Wines</b> and other drinks are not allowed by God.</i>

### Feminine Vowel Change

Four feminine nouns change vowels when they become plural form. Those few are listed below:

<b>The Only Feminine Vowel Shifting Nouns</b>				
(një) natë <i>a night</i>	→	(disa) net <i>some nights</i>	(një) derë <i>a door</i>	→ (disa) dyer <i>some doors</i>
(një) grua <i>a woman</i>	→	(disa) gra <i>some women</i>	(një) dorë <i>a hand</i>	→ (disa) duar <i>some hands</i>

Example:

S'kam fjetur gjumë për një **natë**.  
I have not slept for a **night**.

→

S'kam fjetur gjumë për disa **net**.  
I have not slept for a couple of **nights**.

Një **grua** e virtutshme është e çmuar.  
A virtuous **woman** is valuable.

→

Dy **gra** po bisedonin shumë gjatë me njëra tjetrën.  
Two **women** were talking for a long time with one another.

### Feminine No Change

A large portion of feminine nouns that end in an unstressed -ë, have identical singular and plural forms. In addition, feminine nouns that end in an unstressed -e or -o, or in a stressed vowel -i, -ë, -a, -u, and -o, have identical forms as well.

Feminine No Change Nouns					
(një) kafshë an animal	→	(disa) kafshë some animals	(një) mollë an apple	→	(disa) mollë some apples
(një) rrugë a road	→	(disa) rrugë some roads	(një) shkallë a step	→	(disa) shkallë some steps

Example:

Kam një **këmbë** që më dhemb.  
I have a **foot** that hurts.

→

**Këmbë** mund na drejtojnë në shtigje të mira ose të këqija.  
**Feet** can direct us in good or bad paths.

Një **re** mbuloi diellin!  
A **cloud** covered the sun!

→

Ka **re** në largësi që po paralajmërojnë për shi.  
There are **clouds** in the distance which warn for rain.

Ylli më tha një **shaka** pardje.  
Ylli told me a **joke** the day before last.

→

Mos bëj **shaka** me Perëndinë.  
Don't make **jokes** with God. (Don't joke around.)

### Definite Plurality (Shumësi Shquarsisë)

What is the difference between "**People** are created by God" and "**The people** accepted our message"? It's a matter of **the indefinite plural** and the **definite plural**. Definiteness in general is discussed in the next section.

For both **masculine** and **feminine** plural nouns, add -t to the indefinite form.

Indefinite Plural to Definite Plural					
(disa) pyje some forests	→	pyjet the forests	(disa) mjekë some doctors	→	mjekët the doctors
(disa) dhoma some rooms	→	dhomat the rooms	(disa) mësuese some f. teachers	→	mësueset the f. teachers

**Exceptions: -të**

If the masculine plural noun has **one syllable** or if the **last** syllable is stressed, add -të to the indefinite form.

Indefinite Plural to Definite Plural					
(disa) djem some boys	→	djemtë the boys	(disa) miq some friends	→	miqtë the friends
(disa) barinj some shepherds	→	barinjtë the shepherds	(disa) lumenj some rivers	→	lumenjtë the rivers

If the feminine plural noun ends in a stressed vowel, add -të to the indefinite form.

Indefinite Plural to Definite Plural					
(disa) shtëpi some homes	→	shtëpitë the homes	(disa) aftësi some abilities	→	aftësitë the abilities
(disa) gra some women	→	gratë the women	(disa) mundësi some opportunities	→	mundësitë the opportunities

Example:

Për sa **net** ishte Krishti i varrosur?  
How many **nights** was Christ in the tomb?

→

**Netët** u zgjatën shumë.  
The **nights** got longer.

Kishte **re** që mbulonin diellin!  
There were **clouds** that covered the sun!

→

Më duken **retë** si ardhja e dytë e Jezu Krishtit.  
**The clouds** look to me like the Second Coming.

**Festa** qëllojnë çdo javë!  
**Celebrations** happen every week!

→

Ku do të shkoni për **festat**?  
Where will you go for **the holidays**?

## Activities

### Personal

#### Writing

- A. Make each of these indefinite singular nouns into indefinite plural nouns. Then, turn them into definite plural nouns. Check your answers.

1. Aftësi-ability	7. Bark-stomach	13. Patë-geese	19. Fest-celebration	25. Gotë-cup
2. Orë-hour	8. Tavolinë-table	14. Bari-shepherd	20. Pyll-forest	26. Shpatë-sword
3. Zemër-heart	9. Ëndërr-dream	15. Fermer-farmer	21. Dorë-hand	27. Shall-scarf
4. Natë-night	10. Buzë-edge/lip	16. Thua-fingernail	22. Mollë-apple	28. Top-ball/cannon
5. Zë-voice	11. Mbështetje-support	17. Derë-door	23. Djall-devil	29. Mësuese-f. teacher
6. Flokë-hair	12. Fjali-sentence	18. Zjarr-fire	24. Det-sea	30. Mësues-m. teacher

- B. Complete the following sentences using the correct plural form of the word in parentheses. The word will be given in its singular, indefinite form. Pay attention to whether the word should be definite or indefinite.
- God blesses us when we keep the commandments.  
Perëndia na bekon kur i zbatojmë \_\_\_\_\_ (*urdhërim*).
  - The gospel is contained in the scriptures.  
Ungjilli perfshihet në \_\_\_\_\_ (*shkrim*) e shenjta.
  - In temples, we can feel peace.  
Në \_\_\_\_\_ (*tempull*), ne mund të ndiejmë paqe.
  - The lessons we teach you will help you in your life.  
\_\_\_\_\_ (*mësim*) që ju mësojme do t'ju ndihmojnë në jetën tuaj.

### Reading

- C. Read Alma chapter 7 (in Albanian), and write down any plural nouns you find. Identify them as either definite or indefinite, and write down their meaning in English, if possible. Then go back and compare your list with the chapter in English to see if you correctly identified them all.

### Writing

- D. Correct the errors (bolded and starred) in the sentences below. Check your answers.

- \*Gabimat** që ne bëjmë mund të fshihen nëpërmjet Shlyerjes.  
*The mistakes we make can be erased through the Atonement.*
- \*Vëllat** e mi ishin një prej arsyeve që vendosa të bëja një mision.  
*My brothers are one of the reasons I decided to serve a mission.*
- Ka shumë **\*grupë** njerëzish në botë, dhe Krishti e do cecilin prej tyre.  
*There are many groups of people in the world, and Christ loves each of them.*
- \*Djalët** ishin vonë sepse s'mund ta gjejnin kishën.  
*The boys were late because they couldn't find the church.*
- Qielli ishte i kaltër, me pak **\*reja**.  
*The sky was blue, with a few clouds.*

- E. Translate the following sentences into English. Check your answers.

*Ka shumë këngëtarë këtu! Ata këndojnë në korinë e lagjes.*

*S'ka tregje të mëdha këtu, është vetëm një "Treg i Madh."*

*Jezusi kishte shumë dishepuj që e ndihmuan me punën e Tij.*

*Nuk mund t'i shoh rrezet e diellit për shkak të reve.*

*Këpucëtari vazhdon me punën e tij duke rregulluar këpucët e qytetarëve.*



## Companion

### Speaking

- F. Describe your family to your companion. Focus on the correct form of plural words such as brothers, sisters, parents, and cousins.
- G. With your companion, go through the words that you are trying to learn and practice the plural forms of each word.
- H. Imagine that you are at the grocery store. Role play with your companion as if he or she was the clerk. Practice asking in Albanian where certain items could be found. (Example: Where can I find the eggs?)

## Group

### Writing

- I. Sit in a circle and make sure each group member has a piece of paper and something to write with. Everyone should write down a noun in one of the four nominative forms (singular indefinite, singular definite, plural indefinite, or plural definite) without indicating the noun's form. When you have finished, pass your paper to the right. Look at the new noun in front of you. First, label which form it is in and then change it to another form (without labeling the new form). Continue this process until you have your original paper back. Then, look over the forms written down as a group and correct any errors and discuss questions you may have concerning the different forms. Remember that some nouns are irregular, so they may not follow predictable patterns. These are important to take note of.

### Speaking

- J. Have one group member point to a nearby object. Two other group members will race to give its plural name in Albanian (in either the indefinite or definite form). After one person correctly gives a plural form of the object, the other will be required to give its other plural form. For example, someone points to a tree. One group member says "pemët" (the plural definite form) and the other must then provide the word "pemë" (the plural indefinite form) or vice versa.

# Definiteness (Shquarsia e Emrave)

## Examples

Can we say <b>a prayer</b> at the beginning of the lesson?	A mund të bëjmë <b>një lutje</b> në fillim të mësimit?
<b>The fruit</b> which Adam and Eve ate was given to them by Lucifer.	<b>Fruti</b> që hëngrën Adami dhe Eva iu ishte dhënë atyre nga Luciferi.
We can read <b>some scriptures</b> about that.	Ne mund të lexojmë <b>disa shkrime të shenjta</b> rreth asaj.
God gives us <b>the law</b> of chastity to help us be happy.	Perëndia na e jep <b>Ligjin</b> e Dëlrësisë të na ndihmojë që të jemi të lumtur.
God's commandments will help you have <b>a</b> happier <b>life</b> .	Urdhërimet e Perëndisë do t'ju ndihmojnë të keni <b>një jetë</b> më të lumtur.

Being

## Explanation

Definiteness refers to whether a noun is indefinite or definite. Nouns are indefinite when they are unspecific things (ex. *an apple*). Nouns are definite when they refer to specific things (ex. *the apple, that apple*, etc.).

Indefinite nouns have a distinguished form and can be used with indefinite articles (*një, disa*). Definite nouns have specific endings, which show that they represent specific objects.

Definiteness in Albanian corresponds roughly to the definite-indefinite distinction in English made with the articles 'a' and 'the' being placed before the noun; however, in Albanian, nouns are made definite by declining (or changing) their endings. Common and proper nouns have differing rules in regard to definiteness.

### Indefinite Noun Endings (Mbaresat e Emrave të Pashquar)

The basic form of a noun is indefinite and singular.

Indefinite masculine nouns generally end in consonants (ex. *-m, -t, -p, -b*). Indefinite feminine nouns generally end in vowels (ex. *-e, -i, -ë*).

Indefinite Noun Samples	
Masculine	Feminine
qytet <b>a</b> city	fushë <b>a</b> field
fillim <b>a</b> beginning	përgjigje <b>an</b> answer

Examples:

Kush mund t'i japë **një bekim** kërkuesit tonë?  
*Who can give **a blessing** (m.) to our investigator?*

Lehi pa **një pemë** në ëndrrën e tij.  
*Lehi saw **a tree** (f.) in his dream.*

There are many exceptions to the preceding rules. For example, there are masculine nouns that end in *-ë*, *burrë*, and feminine nouns that end in *-i*, *bukuri*.

## Determining Indefinite Nouns (Ndërtimi i Emrave të Pashquar)

Words placed before nouns that make them indefinite are called indefinite determiners. These are as follows:

- Quantifiers: enough books – *mjaft libra*
- Numbers: seven books – *shtatë libra*
- Demonstrative pronouns: those books – *ata libra*
- Interrogative pronouns: What books? – *Çfarë librash?*

### Indefinite Quantifiers (Fjalë të Sasisë)

Indefinite quantifiers are simple words placed before an indefinite noun that indicate the number of objects described by the noun.

Indefinite Quantifiers				
një <i>a, an</i>	aq <i>that much</i>	ndonjë <i>some, any</i>	mjaft <i>enough</i>	çdo <i>each, every, all</i>
ca <i>some</i>	kaq <i>this much</i>	asnjë <i>no, not one</i>	disa <i>a few, some</i>	shumë <i>much, many</i>

Examples:

Kemi **shumë misionarë** rreth e qark botës.  
*We have **many missionaries** all around the world.*

Jeta ime ka ndryshuar në **çdo aspekt** për shkak të ungjillit.  
*My life has changed in **every aspect** because of the gospel.*

### Numbers (Numra)

A noun following a number is typically indefinite.

Indefinite Numbers				
një <i>one</i>	dy <i>two</i>	tre (m.)/tri (f.) <i>three</i>	katër <i>four</i>	pesë <i>five</i>
dhjetë <i>ten</i>	dyzet <i>forty</i>	një qind e shtatë <i>one hundred and seven</i>	një mijë <i>one thousand</i>	zero <i>zero</i>

Examples:

Ketu kemi **tri mbretëri** në të cilat do të banojnë të gjithë njerëzit në botë pas ringjalljes.  
*Here we have **three kingdoms** in which all people will dwell after the Resurrection.*

Ne jemi **pesë fëmijë** në familjen tonë.  
*We are **five children** in our family.*

## Demonstrative Pronouns (Përemra Dëftor)

Demonstrative pronouns define a specific noun or set of nouns with the words *this*, *that*, *these*, or *those*. In these situations, the following noun is given the indefinite nominative form. (i.e. this boy = *ky çun*, *çun* is indefinite nominative)

Demonstrative Pronouns								
Case	Singular				Plural			
	Far		Near		Far		Near	
	Masculine <i>that</i>	Feminine <i>that</i>	Masculine <i>this</i>	Feminine <i>this</i>	Masculine <i>those</i>	Feminine <i>those</i>	Masculine <i>these</i>	Feminine <i>these</i>
Nominative	ai	ajo	ky	kjo	ata	ato	këta	këto
Accusative	atë		këtë					
Dative								
Ablative	atij	asaj	këtij	kësaj	atyre		këtyre	
Genitive	i atij	i asaj	i këtij	i kësaj	i atyre		i këtyre	

A noun following a demonstrative pronoun is indefinite. In the chart below, “near” means relatively closer to the speaker like the English in the words *this* or *these*. “Far” means relatively farther away from the speaker like the English words *that* or *those*. (See section 16 Pronouns.)

**Rule of Thumb:** If it is far or away, then the demonstrative will start with an “a.” If it is near or close, then the demonstrative will start with “k” (i.e., That (away) = Ai , This (close) = Ky).

Examples:

**Ai** djalë, i cili e mori zbulesën për të qenë një profet, ishte Jozef Smithi.

**That** boy, which received the revelation to be a prophet, was Joseph Smith.

Përmes **këtij** libri mund të marrësh një dëshmi për të vërtetën e mesazhit tonë.

Through **this** book you can receive a testimony of the truth of our message.

## Interrogative Pronouns (Përemrat Pyetës)

A noun when used following an interrogative pronoun is usually indefinite.

Interrogative Pronouns			
cili <i>which, who</i>	ç’ <i>what</i>	sa <i>how much/many</i>	çfarë <i>what kind</i>

Examples:

**Sa** herë i foli Moroni Jozefit kur erdhi në shtëpinë e familjes Smith?

**How many** times did Moroni speak to Joseph when he came to the Smith family home?

**Cilin** mësim ju mësuat misionarët?

**Which** lesson did the missionaries teach you?

## Indefinite Usage of the Accusative Preposition në

Nouns used after the accusative preposition *në* (in, at, to, on) without an adjective or possessive immediately following them are indefinite.

Examples:

E harrova xhaketën time **në** kishë.

*I forgot my jacket **at** church.*

A mund ta shohësh fshatin nga aty lartë **në** mal?

*Can you see the village from high up there **in** the mountain?*

However, when a noun used after *në* is followed by any qualifier (ex. adjective, possessive, etc.), it becomes definite. Compare the examples in the table below.

<i>në</i> Grammatical Samples	
Indefinite	Definite
Po ecte <b>në</b> qëndër. <i>He was walking <b>in</b> the center.</i>	→ Po ecte <b>në</b> qendrën e qytetit. <i>He was walking <b>in</b> the center of the city.</i>
Vendose atë <b>në</b> dhomë. <i>Place it <b>in</b> the room.</i>	→ Vendose atë <b>në</b> dhomën time. <i>Place it <b>in</b> my room.</i>
Mund ta gjesh <b>në</b> kuti. <i>You can find it <b>in</b> the box.</i>	→ Mund ta gjesh <b>në</b> kutinë e vogël. <i>You can find it <b>in</b> the small box.</i>

## Indefinite Proper Nouns (Emra të Përvetshëm të Pashquar)

Proper nouns describe names of people, places, and events and are usually definite. They are indefinite only in two general exceptions:

- When directly following another noun: the city of Tirana – qyteti Tiranë
- As a vocative: Oh Dad! – O Bab!

Common nouns (like *book*, *tree*, and *rock*) are used in their definite forms almost as they are used in English.

Common nouns in Albanian are additionally made definite when used with possessive pronouns and as the base of indefinite genitive form (i.e., *jeta ime*, *këpuçet e misionarit*).

Examples:

Libri që ma ka ndryshuar **jetën** është **Libri** i Mormonit.

*The book that has changed my **life** is **the Book** of Mormon.*

Besoj se **pema** e jetës kishte frut të shijshëm siç kanë pemët këtu në Shqipëri.

*I believe that **the tree** of life had delicious fruit like the trees have here in Albania.*

# Activities

## Personal

### Reading

A. Determine whether the following words are definite or indefinite. Check your answers.

1. herë <i>instance</i>	7. pasuria <i>wealth</i>	13. gjini <i>gender</i>	19. qyteti <i>city</i>	25. këmbë <i>foot</i>
2. Zoti <i>Lord</i>	8. koha <i>time</i>	14. lule <i>flower</i>	20. vit <i>year</i>	26. gishti <i>finger</i>
3. fati <i>fate/destiny</i>	9. sy <i>eye</i>	15. toka <i>earth</i>	21. vdekja <i>death</i>	27. Krishti <i>Christ</i>
4. fëmijë <i>child</i>	10. frika <i>fear</i>	16. rruga <i>road</i>	22. burrë <i>man</i>	28. libër <i>book</i>
5. vajza <i>girl</i>	11. grua <i>woman</i>	17. vëllai <i>brother</i>	23. Ana <i>Anna</i>	29. orë <i>hour</i>
6. djalë <i>boy</i>	12. njeri <i>person</i>	18. faj <i>guilt</i>	24. krah <i>arm</i>	30. këpucë <i>shoe</i>

B. Identify the definiteness of every noun in the sacrament prayer for the bread.

“O Perëndi, Ati i Amshuar, ne të kërkojmë ty në emër të Birit tënd, Jezu Krishtit, t’u bekosh e t’u shenjtërosh këtë bukë shpirtave të të gjithë atyre që marrin prej saj, që ata të mund të hanë në kujtim të trupit të Birit tënd dhe të mund të të dëshmojnë ty, O Perëndi, Ati i Amshuar, se ata janë të gatshëm të marrin mbi vete emrin e Birit tënd dhe gjithmonë ta kujtojnë atë e të zbatojnë urdhërimet që ai u ka dhënë atyre, që të mund të kenë gjithmonë Shpirtin e tij me ta. Amen.”

### Writing

C. Translate the following sentences into Albanian. Check your answers. Note that the answers provided are simply one possible translation.

1. *God gives all living prophets revelation.*
2. *My father once told me that I needed to focus on the people around me and not on myself.*
3. *I do everything I can to follow the commandments.*
4. *This Elder studied a lot every day, and because of this he had a lot of spiritual power when he taught.*
5. *The missionaries were leaving a wonderful family's house when they saw their investigator on the other side of the street.*

D. Translate the following sentences into English. Check your answers.

1. *U përpoqa që të mos qaja kur e degjova dëshminë, por ishte shumë prekëse.*
2. *A keni dëgjuar për kishën e Tij të rivendosur?*
3. *Ju mund ta dini që Perëndia është Ati juaj Qiellor.*
4. *Unë përgatita një mësim për sot, por nëvojat e kërkesit e drejtuan mësimin në një drejtim më të mirë.*
5. *Unë kisha një ndjenjë të ngrohtë ndërsa e ndjeva Frymën e Shenjtë.*

E. Make the following singular nouns definite. Check your answers.

1. lule <i>flower</i>	11. përgjigje <i>answer</i>	21. dele <i>sheep</i>
2. Perëndi <i>God</i>	12. njeri <i>person</i>	22. mjek <i>doctor</i>
3. kala <i>castle</i>	13. akullore <i>ice cream</i>	23. ari <i>bear</i>
4. bukuri <i>beauty</i>	14. thua <i>finger nail</i>	24. krah <i>arm</i>
5. dasëm <i>wedding</i>	15. djalë <i>boy</i>	25. këmbë <i>foot</i>
6. shkop <i>rod/stick/staff</i>	16. dhe <i>earth/soil</i>	26. errësirë <i>darkness</i>
7. zë <i>voice</i>	17. ardhje <i>coming</i>	27. breg <i>shore</i>
8. mësuese <i>teacher (f.)</i>	18. mrekulli <i>miracle</i>	28. fushë <i>field</i>
9. para <i>money</i>	19. plakë <i>old woman</i>	29. pallto <i>winter coat</i>
10. vëlla <i>brother</i>	20. burrë <i>man</i>	30. motër <i>sister</i>

F. Make the following plural nouns definite. Check your answers.

1. kunguj <i>pumpkins</i>	11. letra <i>cards</i>	21. flokë <i>hairs</i>
2. topa <i>balls</i>	12. ujë <i>wolves</i>	22. fshatra <i>villages</i>
3. brigje <i>shores</i>	13. vargje <i>verses</i>	23. folje <i>verbs</i>
4. shokë <i>friends</i>	14. prindër <i>parents</i>	24. shkaqe <i>reasons</i>
5. vëllezër <i>brothers</i>	15. njerëz <i>people</i>	25. kuaj <i>horses</i>
6. gra <i>women</i>	16. shkëmbinj <i>rocks</i>	26. miq <i>friends</i>
7. dishepuj <i>disciples</i>	17. net <i>nights</i>	27. kuti <i>boxes</i>
8. lumenj <i>rivers</i>	18. fletë <i>papers/sheets</i>	28. mendime <i>thoughts</i>
9. troje <i>lands</i>	19. djem <i>boys</i>	29. lojëra <i>games</i>
10. pyje <i>forests/woods</i>	20. gjëra <i>things</i>	30. kujtime <i>memories</i>

G. Fill in the blank with the proper demonstrative.

- \_\_\_\_\_ libër është një dëshmi tjetër e Jezu Krishtit.  
This book is another testament of Jesus Christ.
- Libri i Mormonit përmban shkrimet e \_\_\_\_\_ profetëve.  
The Book of Mormon consists of the writings of those prophets.
- Drejtuesi i \_\_\_\_\_ kishe është një profet i gjallë, Tomas S. Monson.  
The leader of this church is a living prophet, Thomas S. Monson.
- \_\_\_\_\_ motra po gjejnë kërkuesë të reja gjithmonë.  
Those sisters are finding new investigators all the time.
- Ne do ta përdorim \_\_\_\_\_ ndërtesë për aktivitetin.  
We will be using that building for the activity.
- \_\_\_\_\_ top është i \_\_\_\_\_ djali të ri.  
This ball is that young boy's.
- \_\_\_\_\_ janë anëtarët më të rinj të lagjës sonë.  
These are the newest members of our ward.

## Companion

### Speaking

- H. Tell your companion a noun and let him or her identify its definiteness, then switch roles. Then, go through these sentences with one of you using the near demonstrative and the other using the far demonstrative. Focus on the definiteness of the following noun.
1. That (This) book was written by Joseph Smith?
  2. Those (These) people want to know what is true.
  3. I can't wait to serve with these (those) members!
  4. We will make cookies for this (that) preparation day!

### Reading

- I. Look up two or three scriptures that you will use as you teach today. Make a list of the nouns that are definite and discuss your list with your companion. Practice using the scriptures to teach your companion about an applicable principle, and be sure to use the nouns with the correct endings and ask for feedback.

### Speaking

- J. With your companion, describe the picture to the right from Lehi's perspective. Point to the people or things that you are referring to as you describe his dream. Pay special attention to use of demonstratives and what cases the nouns they modify will be in. (e.g., Lehi could say, "*Kjo është pema,*" "*Ata njerëz janë të këqinj,*" etc. Some words you might use include: *pemë, frut, ndërtesë, shteg, shufër e hekurit, lum, humnerë, fushë, mjegull errësirë*, etc.).



## Group

### Speaking

- K. In a group, have someone say an indefinite noun, and then have the next person make the noun definite. Reverse the process changing it from definite to indefinite. Were there any tricky ones? Discuss these words and what makes them unique.
- L. With your district, divide into two teams. Have one missionary say a definite noun while one missionary from each team races to write it in its indefinite form. The winner is the first one to get the correct answer. Repeat, this time making indefinite nouns definite.

### Listening

- M. Listen to natives' use of demonstratives. When do they accent a phrase with one? When do they not? Discuss your findings with your district.



# The Nominative Case (Rasa Emërore)

## Examples

Being

**The president** of the Church today is a living **prophet**.

**God** is the **source** of all truth.

**Truth** does not change from **the conditions** nor **the time**.

**The Book** of Mormon contains the words of prophets in ancient America.

**Prayer** is a **way** to communicate with our Heavenly Father.

**Presidenti** i Kishës sot është një **profet** i gjallë.

**Perëndia** është **burimi** i gjithë së vërtetës.

**E vërteta** nuk ndryshon nga **kushtet** as nga **koha**.

**Libri** i Mormonit i përmban fjalët e profetëve në Amerikën e lashtë.

**Lutje** është një **mënyrë** për të komunikuar me Atin tone Qellor.

## Explanation

Nouns that operate as the subject of the sentence are in the nominative case. This case additionally is employed when used with nominative prepositions, when following forms of the verb jam (to be), and when it is the basic noun form found in dictionaries.

In this section we will show how the nominative case influences gender, plurality, and definiteness.

## Nominative Declensions (Lakime Emërore)

Accusative Declension Chart					Example			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Masculine</b>	No change	-i/-u	see Plurality Chapter	-t	mur a wall	mur-i the wall	mure walls	mure-t the walls
<b>Feminine</b>	No change	-a	-a (usually)		fush/ë a field	fush-a the field	fusha fields	fusha-t the fields

Note that the definite plural ending -t is attached to the indefinite plural endings discussed in the plurality section.

## Nominative: Nouns as Subjects (Emra si Kryefjalë)

Nominative nouns are used primarily to indicate the subject of a sentence. Generally, the subject of the sentence is the noun that is performing the action.

Examples:

**Djemtë** e Kishës zakonisht shërbejnë misione në moshën 18 vjeçare.

**The boys** of the Church usually serve missions at age 18.

**Krishti** e themeloi Kishën.

**Christ** established the Church.

Kur **misionarët** flasin, **ne** mund ta ndiejmë Shpirtin.

When **the missionaries** speak, **we** can feel the Spirit.

*Djemtë* is nominative because it is performing the verb *shërbejnë*

*Krishti* is nominative because it is performing the verb *themeloi*

Misionarët is nominative because it is performing the verb *flasin*. *Ne* is also nominative because it is performing the verbs *mund* and *ndiejmë*

## Nominative: Nouns Following “to be” (Emra që pasojnë “qenë”)

As in English, when a noun or pronoun follows a form of to be (*this is **he*** rather than *this is **him***), Albanian nouns are nominative when following a form of the verb *jam* (to be) in **any** tense (is, am, are, was, were, be, been).

Examples:

Ai **është presidenti** i degës së Gjakovës dhe është njeri i mirë.  
He **is the president** of the branch of Gjakova and is a good person.

Presidenti Hinkli dhe Presidenti Hantër **ishin profetë** të ditëve të mëvonshme.  
President Hinckley and President Hunter **were** latter-day **prophets**.

Djali ka **qenë dhjaku** më besnik i lagjes.  
The boy has **been the** most faithful **deacon** of the ward.

qenë	
<i>jam / isha</i>	<i>jemi / ishim</i>
<i>je / ishe</i>	<i>jeni / ishit</i>
<i>është / ishte</i>	<i>janë / ishin</i>

## The Nominative Prepositions (Parafjalët Kallëzore)

There are prepositions in Albanian that cause the following nouns to be nominative.

Nominative prepositions are limited to the following:

Nominative Prepositions	
nga <i>by, from</i>	si <i>like, as</i>
te(k), ke <i>to, at</i>	kah <sup>(Gheg dialect)</sup> <i>at, to, by, from</i>

Examples:

Në Shkup do të shohësh një kryq mbi male **si kryqi** i Krishtit.  
*In Skopje you will see a cross on the mountains **like the cross** of Christ.*

Ai ka dy muaj që s'ka dalur **nga shtëpia**.  
*It's been two months since he left **(from) the house**.*

Tani motrat po shkojnë **te takimi** tjetër.  
*Now the sisters are going **to their next meeting**.*

*Kryqi* is nominative because it follows the preposition *si*.

*Shtëpia* is nominative because it follows the preposition *nga*.

*Takimi* is nominative because it follows the preposition *te*.

## Advanced Principles for Mastery

### Apposition (Ndajshtim)

Apposition is when a proper noun immediately follows and describes a definite noun. In this situation, the following proper noun is given in the indefinite nominative form.

Examples:

Ai jeton me gjithë familjen e tij larg në fshatin **Gramshë**.  
*He lives with his entire family far away in the village **Gramshë**.*

“në fshatin **Gramsha**” would be incorrect

### The Vocative Case (Rasa Thirrore)

Though the vocative case was once considered to be a case in and of itself, it is grammatically identical to the nominative case with the exception of the interjectional particle 'O' that is often added before (though occasionally after) the noun in the vocative case.

When a proper noun is used in addressing or speaking to someone, it is vocative (think of *invocation*; you are invoking God when you pray). When a proper noun is vocative and used alone, it is indefinite.

When a vocative proper noun is followed by an adjective or possessive, it is definite. Additionally, female names ending in ë are often given in the definite form even when unmodified. Examine the following Albanian sample taken from the sacrament prayers.

Nominative Prepositions	
<p>In this example we will look at the first line of the sacrament prayer. There are two phrases:</p> <p>1. <i>O Perëndi</i> (O God) and</p> <p>2. <i>Ati i Amshuar</i> (the Eternal Father), which are referring to the same person but are grammatically separated by the comma.</p> <p>Take note that <i>Perëndi</i> is feminine and <i>Ati</i> is masculine. The fact that here they both end in <i>i</i> is of no consequence.</p>	<p>1. <i>O Perëndi</i>, Ati i Amshuar, ne të kërkojmë ty . . .  <i>O God, the Eternal Father, we ask Thee . . .</i></p> <p>In the first phrase <i>O Perëndi</i> (O God), <i>Perëndi</i> is vocative and indefinite because there are no words immediately describing the invoked God.</p>
	<p>2. <i>O Perëndi</i>, <b>Ati</b> i Amshuar, ne të kërkojmë ty . . .  <i>O God, the Eternal <b>Father</b>, we ask Thee . . .</i></p> <p>In the second phrase <i>Ati i Amshuar</i> (the Eternal Father), <i>Ati</i> is vocative and definite because the adjective <i>i amshuar</i> is describing the invoked Father, making it definite.</p>

Examples:

**O Vëlla**, kur do të vish në kishë?.

**Brother**, when will you come to church?

**O Vjollca** (Vjollcë), shiko pak andej.

**Vjollca**, look over there a bit.

**Çuno** hajde këtu!

Come here **boy**!

\*Note: See section "3. Five Cases" for practice with the nominative case.

# The Accusative Case (Rasa Kallëzore)

## Examples

God created <b>Adam</b> and <b>Eve</b> in His image.	Perëndia e krijoi <b>Adamin</b> dhe <b>Evën</b> sipas shëmbëlltyrës së Tij.
<b>On the Sabbath day</b> , we rest from our labors.	<b>Ditën</b> e Shabatit ne pushojmë së punuari.
Obedience brings us <b>peace</b> in this life.	Bindja na sjell <b>paqe</b> në këtë <b>jetë</b> .
The Holy Ghost testifies of <b>Christ</b> .	Fryma e Shenjtë dëshmon për <b>Krishtin</b> .
Through Jesus Christ, we can overcome physical <b>death</b> .	Nëpërmjet Jezu Krishtit ne mund ta kapërcejmë <b>vdekjen</b> fizike.

## Explanation

Nouns that operate as the **direct object** of the sentence are in the accusative case. Usually, this is the noun that directly follows the verb. This case is employed additionally when used with **accusative prepositions**.

## Accusative Declensions (Lakime Kallëzore)

Accusative Declension Chart					Example			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Masculine</b>	No change	-in/-un/-në	see Plurality Section	-t	mur a wall	mur-in the wall	mure walls	mure-t the walls
<b>Feminine</b>	No change	-n/-në	-a (usually)		fushë a field	fushë-n the field	fusha fields	fusha-t the fields

The distinguishing feature of an accusative declension is the +n added when a noun is the definite direct object of a sentence.

mur a wall	→	mur-in the wall
shok a friend	→	shok-un the friend
fushë a field	→	fushë-n the field

We add the +n when the noun is being acted upon.

Ky është një mur. This is a wall.	→	E godas mur-in. I <u>hit</u> the wall.
Ky është shoku im. This is my friend.	→	E preku shok-un. He <u>touched</u> his friend.
Kjo është një fushë. This is a field.	→	E pamë fushë-n. We saw the field.

Remember that if the noun ends with “n” or “në” it is in the accusative case, with very few exceptions. (For example, *tavolinë* is nominative singular indefinite, *tavolinën* is accusative singular definite.)

Note: Only singular, definite noun endings change from nominative to accusative. All others (singular indefinite and plural definite and indefinite) are identical in both the nominative and accusative case.

## Direct Object (Kundrinë e Drejtë)

Remember, accusative nouns are used primarily to indicate the direct object or the object upon which the action is performed.

Examples:

Ta kam sjellë **çelësin** e kishës.  
*I brought you **the key** to the church.*

*Çelësin* is accusative because it is being affected by the verb *kam sjellë*.

A do të ma japësh **fjalën** se do të përpiqesh të lexosh në **Librin** e Mormonit këtë javë?  
*Will you give me your word that you will try to read in **the Book** of Mormon this week?*

*Fjalën* and *Librin* are accusative because they are being affected by the verbs *japësh* and *lexosh* respectively.

Iu dhamë fëmijëve **dhuratat** që kishim sjellë.  
*We gave the children **the gifts** we brought.*

*Dhuratat* is accusative because it is being affected by the verb *dhamë*.

## The Accusative Prepositions (Parafjalët Kallëzore)

There are prepositions in Albanian that cause the nouns following them to be in the accusative case. This group of accusative prepositions is limited to the following:

Accusative Prepositions					
në <i>in, at, on</i>	për <i>for, about</i>	me <i>with</i>	nën <i>under, beneath</i>	mbi <i>upon, on</i>	gjër <i>until</i>
pa <i>without</i>	ndër <i>among</i>	nëpër <i>among, through</i>	më <i>in, on (usually referring to dates)</i>	përmbi <i>over, on</i>	deri <i>until</i>

Examples:

**Me ndihmën** time, mund ta mbarosh punën më shpejt.  
***With** my **help**, you will be able to finish the work faster.*

*Ndihmën* is accusative because it follows the preposition *me*. (Quiz: Why is *punën* also accusative?)

**Ndër** gjithë **vëllezërit** e kunjit dikush është i përgatitur për këtë thirrje.  
***Among** all our stake **brethren**, someone is prepared **for this calling**.*

*Vëllezërit* and *këtë thirrje* are accusative because they follow the prepositions *ndër* and *për* respectively.

Duhet të flasim **me** prindërit e Andit **për** pagëzimin e tij.  
*We should speak **with** Andy's **parents** **about** his **baptism**.*

*Prindërit* and *pagëzimin* are accusative because they follow the prepositions *me* and *për* respectively.

**Më datën** 12, ai do të pagëzohet.  
***On the (date)** 12th, he will get baptized.*

*Datën* is accusative because it follows the preposition *më*.

## Advanced Principles for Mastery

### Accusative Case and Time

The accusative case is also used to indicate the time of an action.

Examples:

**Javën** e kaluar, u takuam me kërkuesin tanë tri herë.  
*Last **week**, we met with our investigator three times.*

*Javën* is accusative as it refers to the time an action was performed.

U mërdhimë se gjithë **ditën** po binte borë.  
*We were freezing because it was snowing all **day**.*

*Ditën* is accusative as it refers to the time an action was performed.

Additionally, to indicate that something happened on a day, it is placed in the accusative case. For example, *e diel* = Sunday; *të dielën* = on Sunday.

### Clitics and the Indefinite Accusative Noun

Another way that the accusative case is used is with a clitic as a referent to someone, followed by a predicate phrase. For example, *E kam shok* (he's my friend). Notice that *shok* is indefinite; the clitic *e* is referring to him. This phrase literally translates to *Him, I have (as) a friend*, which makes no sense in English, but in Albanian, not only does it make perfect sense but it also is a very common way to phrase it. Here's another example: *E zgjodhëm president* (We selected him as president).

Clitic	Verb	Accusative Indefinite Noun
Më <i>me</i>	ke <i>you have</i>	vëlla <i>as a brother</i>

There are some phrases in Albanian that have nouns in the accusative case; however, they may or may not be declined as expected. In fact, declining them alters their meaning, or doesn't even make sense. These nouns should be kept in the accusative, indefinite form. In other words, *don't* add the *-n(ë)* ending to them. For example, you could say *marr frymë* (to breath), but not *marr frymën*. You can say *kam turp* (I'm embarrassed/ashamed), but not *kam turpin*. A few examples are offered in the table below:

Verbs and the Indefinite Accusative Noun	
Bëj dëm	To do harm
Kam frikë	To be afraid
Kam qejf	To like
Ngul këmbë	To insist
Heq dorë	To withdraw/give up

## Activities

### Personal

#### Reading

- A. Identify any accusative nouns in the paragraphs below.

“Si dorëzohemi dhe bëhemi të qetë ne, njerëzit bashkëkohorë, të zënë me punë, konkurrues? Si i bëjmë ne udhët e Zotit udhët tona? Unë besoj se ne e fillojmë duke mësuar për Të dhe duke u lutur për kuptueshmëri. Kur besimi ynë tek Ai rritet, ne i hapim zemrat tona, kërkojmë të bëjmë vullnetin e Tij dhe presim për përgjigje që do të na ndihmojnë të kuptojmë.” (Nill F. Marriot, “Dorëzimi i Zemrave Tona Perëndisë,” Liahona, Nentor 2015, 30)

“Kjo lloj dashurie e fuqishme ‘është e duruar dhe është e mirë, . . . nuk kërkon të mirën e vet, . . . por . . . mban të gjitha gjërat, beson të gjitha gjërat, shpreson të gjitha gjërat, duron të gjitha gjërat’ Më zemërdhënëse nga të gjitha, një besnikëri e tillë ‘nuk dështon kurrë’ ‘Edhe sikur të largohen malet dhe të lëvizin kodrat’, tha Jehova, ‘mirësia ime nuk do të largohet prej teje’. Po kështu thonë edhe nënat tona.” (Xhefri R. Holland, “Ja Nëna Jote,” Liahona, Nentor 2015, 48)

“Tani, nëse mund të lija një mesazh të vogël me ju sot, do të ishte ky: Zoti ka thënë: ‘Ta doni njëri-tjetrin; sikurse unë ju kam dashur’ Kam besim se nuk ka asnjë zgjedhje, mëkat apo gabim që ju ose çdo njeri tjetër mund të bëjë, që do ta ndryshojë dashurinë e Tij për ju ose për ata. Kjo nuk do të thotë që Ai e shfajëson apo miraton sjelljen mëkatore – jam i sigurt që Ai nuk e bën këtë – por do të thotë që ne duhet t’u drejtohem bashkënjërëzve tanë me dashuri për t’i ftuar, bindur, shërbyer e shpëtuar. Jezu Krishti vështroi përtej racës, pozitës dhe rrethanave të njerëzve, me qëllim që t’ua mësonte atyre këtë të vërtetë të thellë.” (Ronald A. Rasband, “Qëndroj Plot Habi,” Liahona, Nentor 2015, 90)

#### Writing

- B. Make a list of all accusative prepositions, and write out at least one sentence using each preposition with a correctly declined noun following it. Use each noun only once.
- C. Pick a lesson from chapter 3 of *Preach My Gospel*. As you study the lesson, look for the accusative case, write down in your journal different ways it is used, and set goals to use them in your daily speaking.
- D. Set a goal to actively listen for the accusative case from the native speakers. Apply what you learn in your daily speaking. (Pay close attention to when natives use the accusative case with a stand-alone word. For example, “natën e mirë.”)

### Companion

#### Speaking

- E. Teach your companion about accusative nouns and their functions. Pretend your companion has never heard this term before. After you are done teaching, ask for feedback from your companion, and discuss any aspects that might still be unclear. You know you have learned something well when you can easily and simply teach it to another person.

#### Listening

- F. With your companion, make a list of accusative nouns that you want to use more often in prayers. Observe each other’s prayers, and ensure that every time you ask for something (“Ne të kërkojmë [për] . . .”) that the following noun is accusative. Listen to fluent speakers’ prayers. (Remember: People’s names should also take an accusative ending when they are following “për” in a prayer. Don’t forget to decline them!)

### Reading

- G. Read Ether chapter 12 together. As you read and study the chapter, look for examples of the accusative case. Check your answers. If you do not understand why the accusative case is being used, discuss with one another about why it is used, and try using it as you speak.

### Speaking

- H. Select a few accusative prepositions. With your companion, practice using that preposition along with the correct ending on the word being used. Do this until you can easily associate the preposition with the accusative case. Pay close attention to when prepositions force the indefinite form rather than the definite form. For example, the preposition “në” will make the noun after it take the indefinite form, regardless if it is definite or not, unless that noun is followed by a descriptor of some sort (e.g., *në kishë* (in church), *në Kishën e Jezu Krishtit* (in the Church of Jesus Christ).)

## Group

### Speaking

- I. Take turns telling a story. One person will begin, and when he gets to an accusative noun, it is time for the next person to pick up right where he left off and keep the story going. If someone continues speaking after he has said an accusative noun, he is eliminated.
- J. Practice tracting into an investigator’s home. As you practice, focus on making sure you appropriately use the accusative case in your speaking. Afterwards, discuss where the accusative case was used correctly and incorrectly and why. Practice again.

### Writing

- K. Throughout the week, record words that you struggle to decline into the accusative, singular definite case. Try to find a unique way to remember them. When you next gather as a district, share the words you have all written down and help each other learn them. For example, many people struggle to remember that “vëllai” (“the brother,” nominative) declines to become “vëllanë” (“the brother,” accusative).

### Reading

- L. As a group, read through the following scripture found in Moroni 7 about charity. First, identify all direct objects. Then, identify any other nouns that are accusative simply because they follow an accusative preposition. Discuss how you can consistently and correctly decline nouns when they fall under one of these two categories. What mistakes do you usually find yourself making? Do other missionaries have advice on how to help avoid these mistakes?

*“Dhe dashuria hyjnore është e duruar dhe është e mirë dhe nuk ka smirë, dhe nuk krekoset, nuk kërkon të mirën e vet, nuk nxitet lehtë në zemërim. ...*

*Prandaj, vëllezër të mi të dashur, në qoftë se nuk keni dashuri hyjnore, ju s’jeni asgjë, pasi dashuria hyjnore nuk dështon kurrë. Prandaj, kapuni pas dashurisë hyjnore që është më e madhja e të gjithave, pasi të gjitha gjërat duhet të dështojnë –*

*Por, dashuria hyjnore është dashuria e pastër e Krishtit dhe nuk ka mbarim; dhe kushdo që gjendet i zotëruar prej saj në ditën e fundit, do të jetë mirë me të.”*



# The Dative Case (Rasa Dhanore)

## Examples

Being

I prayed, and God answered my <b>prayer</b> .	U luta dhe Perëndia iu përgjigj <b>lutjes</b> sime.
When we obey God's <b>commandments</b> , we come closer to <b>Him</b> .	Kur i bindemi <b>urdhërimeve</b> të Perëndisë, ne i afrohemi <b>Atij</b> .
John the Baptist appeared and gave to <b>Joseph Smith</b> and <b>Oliver Cowdery</b> the Aaronic Priesthood.	Gjon Pagëzori iu shfaq dhe ia dha <b>Jozef Smithit</b> dhe <b>Oliver Kaudërit</b> Priftërinë Aarone.
I also like traveling.	Edhe <b>mua</b> më pëlqen të udhëtoj.
We have already asked <b>everyone</b> we know to meet with the missionaries, and they have all said no.	Ne tashmë u kemi kërkuar <b>të gjithë atyre</b> që njohim të takohen me misionarët, dhe ata të gjithë kanë thënë jo.

## Explanation

Dative nouns operate as the **indirect object** or the object to which an action is directed. In this section, we will show how the dative case influences gender, plurality, and definiteness.

## Dative Declensions (Lakime Dhanore)

	Dative Declension Chart				Example			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Masculine</b>	-i/-u	-it/-ut	-ve		shok- <b>u</b> (to) a friend	shok- <b>ut</b> (to) the friend	shokë- <b>ve</b> (to) the friends	
<b>Feminine</b>	e + je	e + s			fushe (to) a field	fushë- <b>s</b> (to) the field	fusha- <b>ve</b> (to) the fields	
	i + e	i + së						
	ë → e	ë + s						
	ër → re	ër → rës						

For masculine nouns, the dative singular indefinite ending is the same as the nominative singular definite. For feminine nouns, the nominative singular indefinite ending is changed according to the table above to form the correct dative ending.

Note that all the endings in dative, genitive, and ablative are the same, excluding ablative plural indefinite.

Note that the plural ending -ve is attached to the indefinite nominative plural endings discussed in the section on plurality.

### Indirect Object (Kundrinë e Zhdrejtë)

The indirect object (IO) is a noun or pronoun that receives the direct object (DO); it answers the questions "to whom/what is the verb done" or "for whom/what is the verb done."

Examples:

Të hënave misionarët ia shkruajnë letrat **presidentit** të tyre.  
*On Mondays missionaries write letters **to their president**.*

Mësuesit duan t'ua japin **besimtarëve** kurajon.  
*The teachers want to give **to believers** the courage.*

Ju mund t'iu flisni **prindërve** tuaj.  
*You can speak (words) **to your parents**.*

The letters (DO) are being written **to their president** (IO).

Courage (DO) is being given **to believers** (IO).

Implied words (DO) are being spoken **to your parents** (IO).

\*Note: In many cases where we use the preposition "to" in English, Albanian simply uses the dative case.

## Verbs that Trigger the Dative Case

Many verbs trigger the dative case may seem awkward for non-Albanian speakers (examples are listed below). Dikujt means to someone and signifies that the noun which takes its place is in the dative case.

<b>flas (dikujt)</b> to speak (to someone)	Po iu <b>flisja</b> atyre I was <b>speaking to them</b> .	<b>dërgoj (dikujt)</b> to send (to someone)	Pse t'i mos <b>dërgosh</b> një email <b>atij</b> ? Why wouldn't you <b>send</b> an email <b>(to) him</b> ?
<b>jap (dikujt)</b> to give (to someone)	<b>Jepini vetës</b> shansin të mendoni. <b>Give yourself</b> the chance to think.	<b>lejohem (dikujt)</b> to be allowed (for someone)	Nuk na <b>lejohet</b> neve të shpërfillim udhërimet. It's not <b>allowed for us</b> to disdain the commandments.
<b>mësoj (dikujt)</b> to teach (to someone)	Ti u <b>meson</b> kërkuesve rreth . . . You <b>teach (to) the investigators</b> about . . .	<b>tregoj (dikujt)</b> to show (to someone)	la <b>tregova</b> asaj. I <b>showed</b> it <b>to her</b> .
<b>shërbej (dikujt)</b> to serve (someone)	<b>Shërbejini</b> njeri-tjetrit. <b>Serve one another</b> .	<b>dorëzoj (dikujt)</b> to hand over (to someone)	Ai na i <b>dorëzoi</b> duhanin <b>neve</b> . He <b>handed over</b> his cigarette <b>to us</b> .
<b>shfaqem (dikujt)</b> to appear (to someone)	<b>Mua</b> më <b>shfaqet</b> një engjell. An angel <b>appeared to me</b> .	<b>sjell (dikujt)</b> to bring (to someone)	Mësuesi ia <b>solli</b> <b>nenës</b> fëmijën e saj. The teacher <b>brought the mother</b> her child.
<b>ndodh (dikujt)</b> to happen (to someone)	Çfarë i <b>ndodhi</b> Nefit? What <b>happened to Nephi</b> ?	<b>(për)kushtoj (dikujt)</b> to dedicate (to someone)	la <b>përkushtojmë</b> tempujt <b>Perëndisë</b> . We <b>dedicate</b> temples <b>to God</b> .
<b>bindem (dikujt)</b> to obey (someone)	A iu <b>bindesh</b> ti <b>prindërve</b> ? Do you <b>obey</b> your <b>parents</b> ?	<b>caktoj (dikujt)</b> to select (for someone)	Mësuesi mund t'i <b>caktojë</b> <b>atij</b> që të lexojë. The teacher can <b>have him</b> read. (select for him to read)
<b>përshtatem (dikujt)</b> to adapt (to something)	U <b>përshtatet</b> rrethanave shpejt. He <b>adapts to situations</b> quickly.	<b>bësoj (dikujt)</b> to trust (to someone)	Kur i <b>bësoni</b> një <b>përsoni</b> , dini përse. When you <b>trust a person</b> , know why.
<b>afrohem (dikujt)</b> to approach (someone)	Kur u <b>afrohemi</b> të tjerëve . . . When we <b>approach others</b> . . .	<b>referohem</b> to be referred to	I <b>refërohet</b> kishës si Kisha e Jezu Krishtit. <b>The church is referred to</b> as the Church of Jesus Christ.
<b>drejtohem (dikujt)</b> to be addressed (to someone)	Ne i <b>drejtohem</b> Atit tone Qiellor. We <b>address</b> our Heavenly <b>Father</b> .	<b>shtohem (dikujt)</b> to be added (to someone)	Bekimet do <b>t'ju</b> <b>shtohen</b> . Blessings will be <b>added unto you</b> .
<b>shkruaj (dikujt)</b> to write (to someone)	Të dy i <b>shkruanin</b> letra <b>njëri-tjetrit</b> . Both wrote letters <b>to each other</b> .	<b>raporto</b> (dikujt) to report (to someone)	Ti i raporton <b>presidentit</b> të <b>misionit</b> . You report to the <b>mission president</b> .

<b>kërkoj (dikujt)</b> ask (someone)	<b>Kërkoji Perëndisë.</b> <i>Ask God.</i>	<b>duhet (dikujt)</b> to be needed (to someone)	<b>Neve na duhet</b> një përgjigje. <i>We need an answer. (An answer <b>is needed to us.</b>)</i>
<b>takon (dikujt)</b> to expect (of someone)	Më <b>takon</b> mua të . . . <i>It's <b>expected of me</b> to . . . (it <b>meets me</b>) to . . .</i>	<b>lë (dikujt)</b> to leave (to someone)	Mos ia <b>lë</b> kohën <b>satanit</b> t'ju joshë. <i>Don't <b>leave (to) Satan</b> time to lure you.</i>
<b>bëj (dikujt)</b> to do/make (to someone)	<b>Bëjuni</b> të mirë <b>të tjerëve</b> se kështu na meson Krishti. <i><b>Do good unto others</b>, for so Christ teaches us.</i>	<b>vë fajë (dikujt)</b> to put blame (on someone)	Ajo ua <b>vë</b> fajin <b>atyre</b> . <i>She <b>put</b> the blame <b>on them</b>.</i>
<b>kujtohem (dikujt)</b> to be remembered (to someone)	Asnjë mekat nuk do t'i <b>kujtohet Atij</b> . <i>Not one sin will he remember. (<b>get remembered to him</b>).</i>	<b>zbuloj (dikujt)</b> to reveal (to someone)	Perëndia ua <b>zbulon</b> të vërtetat <b>profetëve</b> . <i>God <b>reveals</b> truths <b>to the prophets</b>.</i>
<b>përket (dikujt)</b> to concern (someone)	Për sa më <b>përket</b> mua . . . <i>As far as (it includes me) <b>I'm concerned</b> . . .</i>	<b>hahem (dikujt)</b> to be eaten (by someone)	S'më <b>hahet</b> , s'kam uri. <i>It doesn't <b>get eaten to me</b>, I'm not hungry.</i>
<b>përkas (dikujt)</b> to belong to	I <b>përkas</b> kishës. <i>I <b>belong to the church</b>.</i>	<b>pihem (dikujt)</b> to be drunk (of a beverage [not intoxicated])	Unë pi se më <b>pihet</b> . <i>I drink because I'm thirsty. (It <b>gets drunk to me</b>)</i>
<b>flihem (dikujt)</b> to be slept	S'po më <b>flihet</b> gjumi. <i>I can't sleep (<b>to me</b> sleep <b>is not slept</b>).</i>	<b>bësohem (dikujt)</b> to be believed (by someone)	Këto fjalë u <b>bësohen të gjithëve</b> . <i>These words <b>are believed by (to) all!</b></i>
<b>pëlqej (dikujt)</b> to please (someone)	Po të vish, do të na <b>pëlqen</b> <b>neve</b> shumë. <i>If you come, it would <b>please us</b> very much.</i>	<b>bëhem (dikujt)</b> to be done (to someone)	<b>Më bëhet</b> vonë. <i>I'm late. (Lateness <b>is done to me</b>.)</i>
<b>ofroj (dikujt)</b> to offer (to someone)	Ai na i <b>ofron</b> <b>neve</b> falje. <i>He <b>offers (to) us</b> forgiveness.</i>		

## Special Dative Case Usage

In some rare instances, the dative case is used **with lone participles** (e.g., thënë, drejtuar). In these instances, it requires no clitic. Below is an example you should be familiar with:

Examples:

Ne po studiojmë dokumentin “Familja: Një Proklamatë drejtuar **Botës**.”  
*We are studying the document, “The Family: A Proclamation **to the World**.”*

It is also used in a similar fashion when there is an indirect object coupled **with an implicit verb**. This is often found on posters or in slogans.

Examples:

(Thuaji) Jo dhunës ndaj grave!  
(Say) *no to violence against women!*

Faleminderit të gjithë mbajtësve të Priftërisë që ndihmuan sot.  
*Thank you (we say) to all the priesthood holders that helped today.*

The verb *say* is implied in both sentences.

One additional use of the dative case **is to indicate possession**. This is always coupled with a dative clitic.

Examples:

**Ma** vodhi karrigën.  
*He stole **my** chair.*

(Atij) **i** ka vdekur nëna para një jave.  
**His** mother died a week ago.

Pusho, se **na** e çave kokën!  
*Stop, you're getting on **our** nerves!*

Notice that in all these examples, it's not necessary to make explicit *karrigën time*, *nëna e tij*, or *kokën tonë*. The dative clitics make it clear **to whom** said object belongs.

## Activities

### Personal

#### Reading

- A. Identify the nouns in the dative case in the following paragraphs. Circle or underline them. Check your answers.

"Ju mund të zgjidhni të luteni ndërkohë që një folës ose një folëse duket se po i afrohet përfundimit të mesazhit të tij ose të saj. Ai ose ajo do të jetë duke iu lutur Atit brenda vetes që Fryma e Shenjtë t'i japë atij ose asaj fjalët e dëshmisë që do t'i lartësojnë zemrat, shpresat dhe vendosmërinë e dëgjuesve për ta kujtuar gjithmonë Shpëtimtarin dhe për t'i zbatuar urdhërimet që Ai na i ka dhënë . . . dëshmi e vërtetë do t'iu jepet folësve." (Henri B. Ajring, "Kudo Që Dy a Tre Janë Bashkuar," Liahona, Prill 2016)

"Së treti, ne mund t'i ndihmojmë fëmijët tanë të kuptojnë se si Shpirti u flet atyre. Jozef Smithi dha mësim: 'Nëse Ai vjen te një fëmijë i vogël, Ai do t'ia përshtatë veten e Tij gjuhës dhe aftësisë së një fëmije të vogël.' Një nënë zbuloi se ngaqë fëmijët mësojnë në mënyra të ndryshme – disa mësojnë nëpërmjet shikimit, dëgjimit, prekjes ose të ndierit – sa më shumë që i vëzhgonte fëmijët e saj, aq më shumë e kuptonte që Fryma e Shenjtë po u jepte mësim fëmijëve të saj në mënyra se si mund të mësonin më mirë." (Mary R. Durham, "Dhurata Udhërrëfyese e Një Fëmije," Liahona, Prill 2016)

"Tani, nëse mund të lija një mesazh të vogël me ju sot, do të ishte ky: Zoti ka thënë: 'Ta doni njëri-tjetrin; sikurse unë ju kam dashur' Kam besim se nuk ka asnjë zgjedhje, mëkat apo gabim që ju ose çdo njeri tjetër mund të bëjë, që do t'a ndryshojë dashurinë e Tij për ju ose për ata. Kjo nuk do të thotë që Ai e shfaqëson apo miraton sjelljen mëkatore – jam i sigurt që Ai nuk e bën këtë – por do të thotë që ne duhet t'u drejtohem bashkënjërëzve tanë me dashuri për t'i ftuar, bindur, shërbyer e shpëtuar. Jezu Krishti vështroi përtej racës, pozitës dhe rrethanave të njerëzve, me qëllim që t'ua mësonte atyre këtë të vërtetë të thellë." (Ronald A. Rasband, "Qëndroj Plot Habi," Liahona, Nentor 2015, 90)

**Writing**

- B. Fill in the blank with the form of the noun in parentheses that matches the rest of the sentence. Check your answers.

- |  |  |
|--|--|
| 1. Ne do t'ia japim librin ____ (kërkues). | 4. Në lutje ne i drejtohem ____ (Ati Qiellor).             |
| 2. Ia shkruajta letrën ____ (president).   | 5. Ne po ia lexojmë Librin e Mormonit ____ (njëri-tjetër). |
| 3. Ne duhet t'i shërbejmë ____ (baba).     | 6. Ju u mësoni ____ (fëmijë) para kishës.                  |

- C. Translate the following sentences into Albanian, and identify the dative nouns. Check your answers.

- |  |  |
|--|--|
| 1. We are here to spread the gospel to people. | 4. President gave us a fantastic training on contacting. |
| 2. He spoke to you yesterday.                  | 5. As missionaries, we can give blessings to members.    |
| 3. Pass the ball to Agim! Hurry!               | 6. We gave our investigators the scriptures to read.     |

- D. Each of the following sentences has a bolded error. Correct the errors, and check your answers. The English translations given indicate the meaning of the sentence, not necessarily the word-for-word translation.

- Ne do t'u flasim **ato**\*.  
*We will talk to them.*
- Ai u kishte dhënë **anëtarët**\* një bisedë të mrekullueshme  
*He had given the members a wonderful talk.*
- Mbreti vendosi t'ia japë mbretërinë **djali**\* të tij të parë.  
*The king decided to give the kingdom to his first born.*
- Perëndia na jep shumë mundësi për **t'i**\* bërë mirë **të tjerët**\*.  
*God gives us many opportunities to do good to others.*
- Kur lutemi, ne i drejtohem **Ati**\* tonë Qiellor.  
*When we pray, we speak to our Heavenly Father.*
- Po i flisja **atë**\* para shërbesës së pagëzimit.  
*I was talking to him before the baptismal service.*

E. Fill in the blank with the correct dative clitic. Check your answers.

1. A \_\_\_\_ dha ty librin?
2. \_\_\_\_ erdhi keq kur mora vesh për hallet e tyre.
3. Atij djali \_\_\_\_ pelqën të lozë futbol.
4. E duam edhe pse po \_\_\_\_ çante kokën neve.
5. A po \_\_\_\_ flisje atyre?
6. Kujt \_\_\_\_ treguat historinë e Kishës?

F. Change these nominative nouns to the corresponding dative case form. (For example, if it's in the Nominative Indefinite Singular case, make it the Dative Indefinite Singular.) After this, try looking up words in the dictionary and doing the same. Ask your companion for feedback if needed. Check your answers.

1. Topa <i>balls</i>	11. Vëllezër <i>brothers</i>	21. Pema <i>the tree</i>
2. Zoti <i>the Lord</i>	12. Njeriu <i>the person</i>	22. Burrë <i>man</i>
3. Mrekullia <i>the miracle</i>	13. Shegë <i>pomegranate</i>	23. Deleja <i>the lamb</i>
4. Fëmijë <i>child</i>	14. Dheu <i>the earth/soil</i>	24. Zemra <i>the heart</i>
5. Mosbesim <i>disbelief</i>	15. Ditët <i>the days</i>	25. Gjë <i>thing</i>
6. Urdhërime <i>commandments</i>	16. Kuptim <i>understanding</i>	26. Krahët <i>the arms</i>
7. Kala <i>castle</i>	17. Mirëdita <i>Mirëdita (name)</i>	27. Zogj <i>birds</i>
8. Ari <i>the gold</i>	18. Përroa <i>stream/creek</i>	28. Breshkë <i>turtle</i>
9. Syri <i>the eye</i>	19. Brigje <i>shores</i>	29. Vajza <i>the girl</i>
10. Gra <i>women</i>	20. Ari <i>bear</i>	30. Djem <i>boys</i>

## Companion

### Speaking

- G. With your companion, discuss the different reasons a noun would be dative. Using the verbs found in the chart of this section, create sentences and appropriately identify nominative, accusative, and dative nouns.

### Reading

- H. Read Enos 1:1–8, and write down all the indirect objects with the verb that goes with them. Check your answers. Then write sentences that you could use to tell this story to an investigator from a third-person point of view, changing the parts of speech as necessary. Practice teaching the story to your companion or a native speaker and get feedback on your use of indirect objects.

### Writing

- I. Write 10 sentences that use indirect objects that you could use throughout today's activities. Share them with your companion and ask for feedback.

## Group

### Writing

J. Here are a few examples of some common “pseudo-subject” or impersonal dative constructions:

më pelqën	më hahet	më merr mendja	më flihet gjumi
më bëhet qejfi	më vjen keq	më besohet	

Translate the above phrases into English, and discuss why they must be dative in order to make sense. Do not worry if they sound a bit odd in English; this is common with direct translations.

What are some other dative constructions you’ve heard natives use? Discuss your findings with your district.

### Listening

K. Listen to native speakers, paying close attention to dative case and clitics. When is it appropriate to drop the full pronoun and use just the clitic? Discuss this with your district.

### Reading

L. Read through *Krishti i Gjallë* and make note of the uses of indirect objects (look for dative cases). Seek to understand why these particular nouns are indirect objects and in the dative case. Then think of one of your current investigators whom this document could benefit, and prepare a short lesson about the Atonement. Practice teaching this lesson with your district using the document, and receive feedback on your use of the dative case and indirect objects. When appropriate, share this lesson with the particular investigator.

# Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

## Asking About and Expressing a State of Being

- Gender and Declensions
- Plurality (*një* vs *shumë*)
- Definiteness (*a* book vs *the* book)
- Accusative Case
- Dative Case
- Nominative Case

## Activities

### Personal

#### Speaking

- A. Choose one of the lessons from chapter 3 of *Preach My Gospel*. Plan a lesson that can be taught in three to five minutes using the grammar principles from this section. Be sure to include your testimony of the things that you teach. Time yourself teaching the lesson out loud, and revise it as necessary. Try to make it as simple and powerful as you can. Invite someone you meet between appointments to listen to your message. Try this with the other four lessons from chapter 3. While you work on this activity you might notice that there are certain grammar principles that you don't yet fully grasp. Take time to go back and review those sections so that you can incorporate them into your lesson. For more help with this activity, refer to the "Ideas for Teaching" section at the end of each lesson in *Preach My Gospel*.

#### Listening

- B. Practice translating from Albanian to English. Listen in sacrament meeting to the speakers bearing their testimonies. Write down in your notebook the translation of what you hear. Afterwards, thank each speaker for what they shared in their testimony by repeating specific things they shared. Pay attention to which nouns decline as masculine or feminine, listening for different endings like **Perëndia**, **Perëndinë**, **Perëndisë**, **Perënditë**, or **Perëndive**.

#### Reading

- C. Read from the Albanian Restoration pamphlet in the section titled "Si Mund Ta Di Unë?" Find every noun on the page and ask yourself, "Why does this noun have this ending? What is this noun doing in the sentence? Is it acting, being acted upon, or receiving the action? Does this noun follow a preposition? Are these nouns singular or plural? How do I know? Are these nouns definite or indefinite? How do I know?" Using the list of bullet points on the left side of the page as a guide, write down some phrases you could use to help your investigator pray to know the truth. Also, write down some questions, both close-ended and open-ended, which they could ask in their prayers. Practice using those phrases and questions with a member or a native speaker.

#### Writing

- D. Use subject pronouns, nouns, open-ended questions (who or what), and the "to be" verbs to write a paragraph about our life on earth. Write about who we are, why we are here, and what we should and should not do in order to return to live with God. Write some questions that you could ask to check for understanding. Have your companion or a native speaker check what you wrote and then practice teaching it to him or her as if he or she were your investigator. Check that all your nouns are declined correctly, according to gender, plurality, definiteness and case.



- E. On a separate sheet of paper, translate the following sentences and then check the answers in the answer key. Focus on declining the nouns correctly.
1. The gospel, that God taught to Joseph Smith, will give you all the answers.
  2. The gospel of Jesus Christ will strengthen our families.
  3. God the Father and His Son Jesus Christ appeared to Joseph in a glorious vision.
  4. The Holy Ghost will give us a personal confirmation that these things are true.
  5. Jesus Christ has given us a perfect example of how we should live.
  6. The greatest expression of love is the Atonement of Jesus Christ.
  7. The Book of Mormon contains the great Plan of Salvation and answers to our questions
  8. God has revealed His plan to us through the prophets.
  9. God sent Jesus to atone for our sins so that we can return to Him.

## Companion

### Speaking

- G. Using nouns, questions, and the “to be” verb to write a lesson plan about the First Vision. Afterwards, practice teaching the lesson that you wrote out with your companion. Explain who Joseph Smith was, and what his role was in bringing forth the Book of Mormon. Be sure to include Joseph Smith’s verbatim account of the First Vision from Joseph Smith-History, and at least one other scripture to support your testimony. Also include a brief explanation of what the Book of Mormon is and why it is the keystone of our religion. Include several questions throughout your lesson that are thought-provoking, and that will allow you to adjust your teaching to meet their needs. After each of you has had a chance to teach the lesson, give and receive feedback on grammar and pronunciation. Do two role plays: first, pay attention to how you feel as an investigator; second, note how more clear the message is when correct declensions are used.
- H. Go back and review your weekly goals with your companion. For each goal you come to, use different forms of questions: *A, Pse, Kush, Kur, Ku, Çfarë, A mund të, A do të, A duhet të*. Discuss with each other what else you need to do this week in order to accomplish all of your goals.

### Listening

- I. Ask natives to tell you about their family, including what each member of their family is like and what they mean to them. Which of their relatives are still living? Who are the family members with whom they feel closest? Help them make a family history chart that includes their extended family, like cousins, aunts, uncles, and great-grandparents. Create a FamilySearch account for them and start entering information about their family. Assign the person to complete as many generations of their family chart as they can. Follow-up with them later. Also note the grammatical differences in talking about singular family members, i.e. brother-*vëll**a*, and plural family members, i.e. brothers-*vëllezër*.

### Reading

- J. Read “The Family: A Proclamation to the World” in Albanian with your companion. Identify the use of nouns, pronouns, “to be” verbs and also active verbs and the nouns they affect, especially where it describes the main roles of a mother and father. After you have finished reading turn to your companion and explain the roles of parents. Make a lesson plan to teach the doctrine of the family to a member or investigator.

## Writing

- K. In your language notebook describe the members of the Godhead. Separate your paper into three columns and title them Heavenly Father (Ati Qiellor), Jesus Christ (Jezu Krishti), and the Holy Ghost (Fryma e Shenjtë). Write at least five sentences for each column using your understanding of “to be” verbs and nouns. Also write five sentences describing how one member of the Godhead affects another member of the Godhead, noting how the noun declines, i.e. *Ati Qiellor e dërgon Frymën e Shenjtë*.
- L. With your companion, translate these sentences. Compare your answers and discuss why each noun has each declension.
1. While Jesus was on the earth, He performed many miracles and established His church.
  2. God gives us His power and authority, so that we can do His work in His name.
  3. In the Pre-earth life we all accepted God’s plan.
  4. The prophet that leads our church today is God’s representative on the earth.
  5. We serve the children of God because we love them.
  6. We will be cleansed with the Holy Ghost.
  7. The Law of Tithing is from God.
  8. The Church of Jesus Christ of Latter-day Saints is the only true and living church upon the earth.
  9. Joseph Smith received the gold plates from an angel, who was sent from God.
  10. In the celestial kingdom we will be able to receive the greatest blessings from the Father.

## Group

### Speaking

- N. Scenario: A young girl named Valmira attends the free English class at the church with her friends each week and is very impressed by the missionaries teaching. She doesn’t know very much about the church, but she is curious what you do as a missionary. Help Valmira understand your purpose as a missionary. Take turns as companionships teaching Valmira about the role of missionaries. Be sure to use “to be” verbs and correct noun declensions as you describe what a missionary is and does. Do not forget to ask questions to Valmira as well. When you finish, evaluate your teaching as a group, and give constructive feedback to those who taught you.
- O. With your group, go around the room and ask each missionary to share an experience of when they felt God’s love. Ask each missionary questions such as “What did you do to receive that experience?” or “How did you know it was the Spirit?” Then have each missionary tell what the experience taught them about God. Focus on subject pronouns, forming nouns declensions, the “to be” verbs, and “who”/“what”/close-ended questions.

### Listening

- P. Plan to teach family history to the members of your ward or branch. Brainstorm as a group different ways to promote family history in your wards and branches. Plan a family history night in which you provide instruction to members on how to use the Church’s family history tools. You may also consider arranging to have the local family history specialist come and teach. Ask three members to share their testimony and share experiences about the blessings of doing family history work.



# Asking About and Expressing Possession or Ownership

## Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up or what blessings do you have in your life? The grammar principles in this section are targeted at helping you perform this function. (See table in the Appendix for Albanian Possessive Adjectives.) Below are examples of the types of things you will be able to express with the grammar in this function.

- The Book **of Mormon** was translated through **God's** power. (Genitive Case)
- How have you felt the power **of** the Holy Ghost in your life? (Articles)
- How has **your** knowledge of the Gospel brought you joy? (Possessive Adjectives)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

### Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What is our relationship to God?)
- "Our Life on Earth" (What things do we have to help us in this life?)
- "The Atonement" (What did Christ suffer for us?)
- "Through Christ We Can Be Cleansed from Sin" (How does Christ remove our sins?)
- "Repentance" (How do we repent of our sins?)
- "Baptism, Our First Covenant" (What is our part of the covenant we make? What is God's part?)
- "Study the Scriptures" (How do the scriptures help us with problems in our lives?)
- "Live the Law of Chastity" (What does chastity include besides keeping our actions pure?)
- "Keep the Law of Tithing" (Where does everything we have come from? What do we pay 10 percent on?)
- "Observe the Law of the Fast" (How does fasting strengthen our prayers? What can we fast for?)

### Tasks from *Missionary Vocabulary and Phrases Book*

- "Get to Know Someone" (What are their hobbies? What is their relationship with family members?)
- "Offer a Prayer" (What are we grateful for? How do we express our gratitude, thoughts, and desires to God?)

## The Genitive Case (Rasa Gjinore)

### Examples

When we obey <b>God's</b> commandments, we show our love for Him.	Kur u bindemi urdhërimeve <b>të Perëndisë</b> , ne e tregojmë dashurinë tonë për Të.
The members <b>of the Church</b> should set this day apart for worship.	Anëtarët <b>e Kishës</b> duhet ta veçojnë këtë ditë për adhurim.
When we are baptized, we promise to take upon us the name <b>of Jesus Christ</b> .	Kur pagëzohemi, ne premtojmë ta marrim mbi vete emrin <b>e Jezu Krishtit</b> .
God promises us the constant companionship <b>of the Holy Ghost</b> .	Perëndia na e premton shoqërimin e vazhdueshëm <b>të Frymës</b> së Shenjtë.
As we keep the Word <b>of Wisdom</b> , God gives us spiritual knowledge.	Ndërsa i bindemi Fjalës <b>së Urtësisë</b> , Perëndia na jep njohuri shpirtërore.

### Explanation

Nouns which indicate possession or ownership are used in the genitive case. In this section we will show how the genitive case influences gender, plurality, and definiteness.

### Genitive Declensions (Lakime Gjinore)

To use the genitive case, an article such as *i, e, të, and së* must be used before every noun.

	Genitive Declension Chart				Example			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Masculine</b>	<i>-i/-u</i>	<i>-it/-ut</i>	<i>-ve</i>		shok- <b>u</b> (to) a friend	shok- <b>ut</b> (to) the friend	shokë- <b>ve</b> (to) the friends	
<b>Feminine</b>	<i>e + je</i> <i>i + e</i> <i>ë → e</i> <i>ër → re</i>	<i>e + s</i> <i>i + së</i> <i>ë + s</i> <i>ër → rës</i>			fushe (to) a field	fushë- <b>s</b> (to) the field		fusha- <b>ve</b> (to) the fields

Note that all the endings in dative, genitive, and ablative are the same excluding ablative plural indefinite. Note that the plural ending *-ve* is attached to the indefinite plural endings discussed in the plurality section.

### As Possessives (Si Pronor)

The genitive is used in most cases when the word **of** or the possessive “**s**” is used in English.

Examples:

Libri i **Mormonit** e përmban plotësinë **e ungjillit**.  
*The Book **of Mormon** contains the fullness **of the gospel**.*

I dua frutat **e Shqipërisë**; janë shumë të shijshme.  
*I love the fruits **of Albania**; they are very delicious.*

Pardje u takova me vëllanë **e Sokolit** në treg.  
*The day before yesterday I met with **Sokol's** brother in the market.*

## Activities

### Personal

#### Reading

- A. Identify the nouns (and their preceding articles) in the genitive case in the following paragraphs. Circle or underline them. Check your answers.

“Si dorëzohemi dhe bëhemi të qetë ne, njerëzit bashkëkohorë, të zënë me punë, konkurrues? Si i bëjmë ne udhët e Zotit udhët tona? Unë besoj se ne e fillojmë duke mësuar për Të dhe duke u lutur për kuptueshmëri. Kur besimi ynë tek Ai rritet, ne i hapim zemrat tona, kërkojmë të bëjmë vullnetin e Tij dhe presim për përgjigje që do të na ndihmojnë të kuptojmë.” (Nill F. Marriot, “Dorëzimi i Zemrave Tona Perëndisë,” Liahona, Nentor 2015, 30)

“Ju mund të zgjidhni të luteni ndërkohë që një folës ose një folëse duket se po i afrohet përfundimit të mesazhit të tij ose të saj. Ai ose ajo do të jetë duke iu lutur Atit brenda vetes që Fryma e Shenjtë t’i japë atij ose asaj fjalët e dëshmisë që do t’i lartësojnë zemrat, shpresat dhe vendosmërinë e dëgjuesve për ta kujtuar gjithmonë Shpëtimtarin dhe për t’i zbatuar urdhërimet që Ai na i ka dhënë... dëshmi e vërtetë do t’iu jepet folësve” (Henri B. Ajring, “Kudo Që Dy a Tre Janë Bashkuar,” Liahona, Prill 2016)

“Ne marrim një ide rreth karakterit të Atit tonë Qiellor kur e dallojmë dhembshurinë e pakufishme që Ai ka për mëkatarët, dhe e vlerësojmë dallimin që Ai bën midis mëkatit dhe atyre që mëkatojnë. Kjo ide na ndihmon të kemi një “[kuptueshmëri më] të saktë të karakterit, përsosmërive dhe tipareve të tij” dhe është themelore për ushtrimin e besimit tek Ai dhe te Biri i Tij, Jezu Krishti. Dhembshuria e Shpëtimtarit përballë papërsosurive tona na tërheq drejt Tij dhe na nxit në vështirësitë tona të përsëritura që të pendohemi dhe t’i përngjasim Atij. Teksa bëhemi më shumë si Ai, ne mësojmë se si t’i trajtojmë të tjerët ashtu siç i trajton Ai, pavarësisht nga ndonjë karakteristikë apo sjellje e jashtme.” (Dale G. Renlund, “Bariu Ynë i Mirë,” Liahona, Maj 2017)

“Nuk ka asnjë qenie amorfe që quhet “Shlyerje” tek e cila ne mund të thërrasim për ndihmë, shërim, falje apo fuqi. Jezu Krishti është burimi. Terma të shenjtë si Shlyerje dhe Ringjallje përshkruajnë atë që bëri Shpëtimtari, sipas planit të Atit, në mënyrë që ne të mund të jetojmë me shpresë në këtë jetë dhe të fitojmë jetë të përjetshme në botën që do të vijë. Flijimi shlyes i Shpëtimtarit – vepra qendrore e gjithë historisë njerëzore – kuptohet dhe vlerësohet më mirë kur ne posaçërisht dhe qartësisht e lidhim atë me Të.

Rëndësia e misionit të Shpëtimtarit u theksua nga Profeti Jozef Smith, i cili shpalli me forcë se ‘parimet themelore të besimit tonë janë dëshmia e Apostujve dhe Profetëve në lidhje me Jezu Krishtin, që Ai vdiq, u varros, u ngrit sërish ditën e tretë dhe u ngjit në qiell; dhe gjithë gjërat e tjera që i përkasin besimit tonë janë vetëm shtojca të kësaj.’” (President Russel M. Nelson, “Marrja e Fuqisë së Jezu Krishtit në Jetën Tonë,” Liahona, Maj 2017)

#### Writing

- B. Fill in the blank with the correct form of the noun in parentheses. Nouns in parentheses are given in the singular, nominative, and indefinite form, unless they are a name, in which case, they are definite. Check your answers.

1. Libri i \_\_\_\_?! Çfarë është ky libër? (Mormoni)

4. Detyra e \_\_\_\_ u bë nga shoqja e tij. (Miri)

2. Unë ndihmova në dyqanin e \_\_\_\_! (komshi-neighbor)

5. Përse nuk i bëre detyrat e \_\_\_\_? (shtëpi-home)

3. Ne jemi fëmijët shpirtëror të \_\_\_\_ tonë Qiellor. (Atë-father)

6. Ora e \_\_\_\_ është e bukur! (Tomas)

C. Translate the following sentences into Albanian, and identify the genitive nouns. Check your answers.

1. We're going to the bishop's house.
2. Were you close to the center of Tirana?
3. Adam's fall made your life possible.
4. The love of God is enough for every sinner.
5. Music is the gateway into the center of the heart.
6. I wrote a letter to my father's mother.

D. Each of the following sentences has a bolded error. Correct the errors, and check your answers in the answer key. The English translations given indicate the meaning of the sentence, not necessarily the word-for-word translation. Check your answers.

1. E përdora emrin e **Agimin\*** si shembull në mësim.  
*I used Agimi's name as an example in the lesson.*
2. Libri i **himnit\*** ka shumë këngë të mira.  
*The hymnbook has many good songs.*
3. Dyqani në Lushnjë ka fruta të **Vlora\***.  
*The store in Lushnjë has fruit of Vlorë.*
4. Serxho qëndron afër qendrës së **qyteti\***.  
*Sergio stands close to the center of the city.*
5. Makina e **eldrat\*** në Berat është më e mira.  
*The elders' car in Berat is the best.*
6. Ai është shoku i **shokus\*** tim.  
*He is my friend's friend.*

E. Use your case chart to translate the following phrases on a separate sheet of paper. Look up or ask someone about the words you don't know. Check your answers.

1. God's will	8. Mary's son	15. president of the branch	22. tongue of the angels
2. Jesus Christ's Atonement	9. brother of Jared	16. Articles of Faith	23. my friend's diligence
3. authority of the priesthood	10. gift of tongues	17. Savior of the World	24. infinite power of hope
4. power of the Holy Ghost	11. gift of the Holy Ghost	18. kingdoms of glory	25. plan of happiness
5. Son of God	12. covenant of baptism	19. account of the First Vision	26. mercy of God
6. missionaries' time	13. keystone of our religion	20. the work of salvation	27. sister's testimony
7. message of the Restoration	14. Church of Jesus Christ	21. teachings of presidents of the Church	28. blessings of the temple

## Companion

### Speaking

- F. Discuss with your companion what causes nouns to be genitive. Then, write five to seven sentences utilizing the genitive case that you can use in an upcoming teaching situation. Ask your companion for feedback on your sentences.

### Listening

- G. Listen to natives speaking, paying close attention to their use of genitive case taking care to distinguish between its use and that of the indefinite ablative. Discuss with your district certain instances when you hear one and not the other. Why is this? What makes the two different?

### Reading

- H. With your companion, read the section on the law of tithing on page 80 of *Predikoni Ungjillin Tim*, identifying uses of the genitive case (there are over 30). Think of a current investigator you are teaching and prepare five to seven sentences you could use to teach this principle, using genitive in each sentence. Practice teaching this principle to one another.

## Group

### Writing

- I. As a district, have each person write a paragraph of things that he or she is grateful for. Make sure you use possessives and genitive case correctly. Now have everyone go around the room filling in the blank, saying: I'm grateful for the blessing of \_\_\_\_\_. Continue until you run out of things to say. Now practice teaching one another the principle Pray Often. Ask one another for feedback on your use of genitive case as well as on your teaching.

### Speaking

- J. Go around the district and have everyone make a mad lib sentence. Then, go around the room saying whatever part of speech is needed for someone's sentence. When everyone has filled in all their blanks with words provided by their district, whoever constructed the sentence has to read the finished product putting everything in its proper case.
- K. With your district, go around the room selecting different objects and asking one another *I/E kujt është ky/kjo?* Respond with full sentences. Ex. *I kujt është ky libër? Libri është i Motrës Hysa.*
- L. Imagine three possible situations where you will meet new people today (i.e., street, bus, grocery store etc.). Using the genitive case, practice introducing yourself in each situation and stating your purpose as a missionary. Role-play with your district, and ask for feedback. Example: *Ne jemi misionarë të Kishës së Jezu Krishtit. Ne e sjellim plotësinë e Ungjillit. We are missionaries of the Church of Jesus Christ. We bring the fulness of the gospel.*



# Articles (Nyje)

## Examples

When I read the Book of Mormon, I feel a peaceful feeling.

The Book of Mormon is one of the dearest books I have read.

The Book of Mormon is full of promises.

Will you accept the gospel of Jesus Christ?

We are convinced our church is true.

These days we have a prophet and 12 apostles that lead the church and receive revelations directly from God.

Families are forever!

Kur e lexoj Librin **e** Mormonit ndjej një ndjenjë **të** qetë.

Libri **i** Mormonit është një nga librat më **të** dashur që kam lexuar.

Libri **i** Mormonit është **i** mbushur plot me premtime.

A do ta pranosh ungjillin **e** Jezu Krishtit?

Ne jemi **të** bindur kisha jonë është **e** vërtetë.

Në ditët **e** sotme kemi një profet dhe 12 apostuj që e drejtojnë kishën dhe marrin zbulesa drejtpërdrejt nga Perëndia.

Familjet janë **të** përhjetshme.

## Explanation

Articles are small words that serve to connect other words in Albanian. There are four articles: i, e, të, and së. To determine the correct article to be used, look to the gender, plurality, definiteness, and case of the noun being described. This section will discuss when to use each of the articles as well as keys to understanding their patterns.

## Article Overview

Articles are placed after nouns and before articulated adjectives or before possessive nouns/pronouns. The correct article is determined by the noun it follows. This chart explains which articles correspond to nouns in regard to their case, gender, plurality, and definiteness. For example, if the noun is feminine, plural, definite, and accusative, the correct article to be used is e.

When learning articles, it is most effective to learn when to use different articles, not simply to memorize the table. Below, various rules have been outlined to help you understand how the patterns of the table.

Declension of Articles								
Case	Masculine				Feminine			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Nominative</b>	i	i	të	e	e	e	të	e
<b>Accusative</b>	të	e	të	e	të	e	të	e
<b>Genitive/ Ablative/ Dative</b>	të	të	të	të	të	së	të	të

Examples:

Ai është **dyqani i** luleve. – Po vizitoj disa **dyqane të** luleve.

*That is **the** flower **shop**. (Nominative) – I am visiting some flower **shops**. (Accusative)*

Ky është **sheshi i** Tiranës. – Po ec rreth e rreth **sheshit të** Tiranës.

*This is **the square of** Tirana. (Nominative) – I'm walking around **the square of** Tirana. (Ablative)*

Ua dhashë këtë **motrave të** tij. – Ia dhashë këtë **Motrës së** tij.

*I gave this **to his sisters**. (Dative) – I gave this **to his sister**. (Dative)*

## The Nominative Singular Rule

If the noun is nominative and singular, look to its gender to determine the following article.

- Masculine – *i*
- Feminine – *e*

Declension of Articles								
Case	Masculine				Feminine			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Nominative</b>	i	i	të	e	e	e	të	e
<b>Accusative</b>	të	e	të	e	të	e	të	e
<b>Genitive/ Ablative/ Dative</b>	të	të	të	të	të	së	të	të

Examples:

Kjo është **diploma e** një studenti.  
*This is **the certificate of** a student.*

**Libri i** Mormonit është **i** vërtetë.  
***The Book of** Mormon is true. (**of** truth)*

Jam nga një **qytet i** madh.  
*I am from a big city. (**city of** big)*

A do të shkosh te **Kisha e** Jezu Krishtit?  
*Are you going to **the Church of** Jesus Christ?*

## The Accusative Definite Rule (The “-n e” Rule)

If a noun is accusative and definite, the following article will always be an e. Furthermore, if the noun is singular, the noun itself will always end with *-n* or *-në*. Thus if you see any noun with the *-n* or *-në* declension, an e will always follow.

Declension of Articles								
Case	Masculine				Feminine			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Nominative</b>	i	i	të	e	e	e	të	e
<b>Accusative</b>	të	e	të	e	të	e	të	e
<b>Genitive/ Ablative/ Dative</b>	të	të	të	të	të	së	të	të

Examples:

A e keni lexuar **Librin e** Mormonit?  
*Have you read **the Book of** Mormon?*

Të lutemi t'i bekosh **familjet e** kërkuesve tanë.  
*We ask thee to bless **the families of** our investigators.*

Unë besoj në **kishën e** Jezu Krishtit.  
*I believe in **the church of** Jesus Christ.*

## The Indefinite Rule (The të Rule – Part 1)

If a noun is indefinite, the following article will be *të*. (Obviously, this is not true for nominative singular as discussed above.)

Declension of Articles								
Case	Masculine				Feminine			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
Nominative	i	i	të	e	e	e	të	e
Accusative	të	e	të	e	të	e	të	e
Genitive/ Ablative/ Dative	të	të	të	të	të	së	të	të

Examples:

**Përfaqësues të** Krishtit duhet të veprojnë me ndershmëri.

**Representatives of** Christ should act with honor.

Ai më dha një **përqafim të** madh.

He gave me a big embrace. (**embrace of** big)

Jezusi thirri disa **dishepuj të** Jeruzalemit ta predikojnë Ungjillin.

Jesus called some **disciples of** Jerusalem to preach the gospel.

## The Genitive, Ablative, Dative Rule (The të Rule – Part 2)

If a noun is in the genitive, ablative, or dative case, the following article will always be *të*. (See the *-s së* rule for the one exception.)

Declension of Articles								
Case	Masculine				Feminine			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
Nominative	i	i	të	e	e	e	të	e
Accusative	të	e	të	e	të	e	të	e
Genitive/ Ablative/ Dative	të	të	të	të	të	së	të	të

Examples:

Ai është prej **qytetit të** Tiranës

He is from the **city of** Tirana.

Ne jemi anetarë të Kishës së Jezu **Krishtit të Shenjtorëve të Ditëve të** Mëvonshme.

We are members of the Church of Jesus **Christ of** Latter-day Saints. (**of the saints of the days of** latter)

Mund ta dish, nëpërmjet **Librit të** Mormonit

You can know it, through **The Book of** Mormon.

## The “-s së” Rule

If a noun is singular, feminine, and either genitive, ablative, or dative, then the article *së* is used. All nouns that end with *-s* or *-së* follow this description. Thus if you see any noun with the *-s* or *-së* declension, a *së* will always follow.

Declension of Articles								
Case	Masculine				Feminine			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Nominative</b>	i	i	të	e	e	e	të	e
<b>Accusative</b>	të	e	të	e	të	e	të	e
<b>Genitive/ Ablative/ Dative</b>	të	të	të	të	të	së	të	të

Examples:

Historia e **luftës së** popullit shqiptar  
*The history of **the war of** the Albanian people*  
 Përvjetori i **shpalljes së** pavarësisë  
*The anniversary **of declaration** of independence*  
 Pas **stinës së** Vjeshtës  
*After the Fall season (**the season of** Fall)*  
 Nëpërmjet **dashurisë së** Perëndisë  
*Through **the love of** God*

## Dealing with Multiple Articles

Any time more than one articulated adjective, noun, or pronoun is used to modify a noun, multiple articles will be used. While at first it may look like each adjective is just defining the word preceding it, a closer look will reveal that the adjective's related article determines what is being modified. Observe the diagrammed sentences below and note how each adjective modifies different nouns.

Remember, if two or more adjectives or genitive nouns are describing a noun, be sure to use the correct article corresponding to the nouns they describe.

Diagramming Sentences with Multiple Articles				
Libri i gjuhës i klasës së shtatë <i>The language book of the seventh grade</i>	Libri <i>The book</i>	i gjuhës <i>of language</i>		Because <i>gjuhës</i> and <i>klasës</i> both describe the nominative noun <i>libri</i> , the article <i>i</i> is used. Because <i>shtatë</i> describes <i>klasës</i> , the article <i>së</i> is used.
		i klasës <i>of the grade</i>	së shtatë. <i>of seventh</i>	
Ministri i Punëve të Jashtme i Republikës së Shqipërisë <i>The Minister of Foreign Affairs of the Republic of Albania</i>	Ministri <i>The Minister</i>	i Punëve <i>of affairs</i>	të Jashtme <i>foreign</i>	Because <i>punëve</i> and <i>republikës</i> describe <i>ministri</i> , the article <i>i</i> is used. Because <i>punëve</i> is genitive, it is followed by the article <i>të</i> . Because <i>republikës</i> is feminine genitive, it is followed by <i>së</i> .
		i Republikës <i>of the republic</i>	së Shqipërisë. <i>of Albania</i>	
Fjala e tyre e nderit <i>Their word of honor</i>	Fjala <i>The word</i>	e tyre <i>their</i>	Because both <i>nderit</i> and <i>tyre</i> modify the feminine nominative word <i>fjala</i> , the article <i>e</i> is used. Possessive adjectives always come first.	
		e nderit <i>of honor.</i>		
Stina e verës e këtij viti <i>This year's summer season</i>	Stina <i>The season</i>	e verës <i>of the summer</i>	Because both <i>verës</i> and <i>këtij viti</i> modify the feminine nominative word <i>stina</i> , the article <i>e</i> is used. The order of adjectives doesn't matter.	
		e këtij viti <i>Of this year</i>		
Kisha e Jezu Krishtit e Shenjtorëve të Ditëve të Mëvonshme <i>The Church of Jesus Christ of Latter-day Saints</i>	Kisha <i>The church</i>	e Jezu Krishtit <i>of Jesus Christ</i>	Kisha is feminine, so <i>e</i> is used after it, and in front of <i>Shenjtorëve</i> . Also, since <i>Shenjtorëve</i> and <i>Ditëve</i> are both feminine plural, genitive <i>të</i> is used after each of them.	
		e Shenjtorëve <i>Of the saints</i>	të ditëve <i>Of the days</i>	të Mëvonshme <i>Latter</i>

Note: While the above rule demonstrates proper Albanian, you will often hear/see *të* used for any articles following the first. (*Libri i tij të mirë dhe të dashur...* His good, beloved book...) Notice how only *i* technically matches *Libri* in gender, case, plurality, and definiteness, while the second and third articles were both *të*.

## Advanced Principles for Mastery

### Articulated Nouns

If a noun is being described by an articulated noun, i.e., *e vërteta*, two articles will consequently be juxtaposed next to each other. In such a case, the first article is determined by the nature of the noun it modifies. The second article will be *të*, unless the second noun is singular, feminine, and definite, in which case, the article will be *së*. (In other words, the second article is determined by the noun it precedes.)

Examples:

Ky libër është libri **i së vërtetës!**

*This book is the book **of truth!***

Ajo lutje që po dëgjoni është lutja **e të vetmuarit.**

*That prayer that you are hearing is the prayer **of the abandoned.***

Shpërndarja e ungjillit **të së vërtetës** është detyra jonë.

*The sharing of the gospel is our duty.*

Orari **i së mërkurës** na është mbushur.

***Wednesday's** schedule is full.*

If both articles appear to be *së*, then the second article becomes *të*.

Examples:

Ne mësojmë me anë të frymës **së të vërtetës.**

*We learn by means of the spirit (ghost) **of truth.***

Sipas motrës **së të dashurës...**

*According to the sister **of [his] lover/girlfriend...***

Sot është festa e ditëlindjes **së të ëmës.**

*Today is the birthday party **of [my/your/his/her] mother.***

# Activities

## Personal

### Reading

- A. Fill in the blanks in the following excerpts from *Predikoni Ungjillin Tim* with the correct article. Check your answers.

Ju jeni \_\_ rrethuar nga njerëz. Ju shkoni udhës me ta, i vizitoni në shtëpitë \_\_ tyre dhe udhëtoni mes tyre. \_\_ gjithë ata janë fëmijë \_\_ Perëndisë, vëllezërit dhe motrat tuaja. Perëndia i do ata ashtu si ju do edhe juve. Shumë nga këta njerëz i kanë vënë vetes një qëllim në jetë. Ata janë \_\_ shqetësuar për familjet \_\_ tyre. Ata kanë nevojë për atë ndjenjë përkatësie që vjen kur e dinë se janë fëmijë \_\_ Perëndisë, anëtarë \_\_ familjes \_\_ Tij \_\_ përjetshme. Ata duan të ndihen \_\_ sigurtë në një botë ku vlerat ndryshojnë vazhdimisht. Ata duan "paqe në këtë botë dhe jetë \_\_ përjetshme në botën që vjen" (DeB 59:23), por ata "mbahen larg nga \_\_ vërteta vetëm ngaqë nuk dinë se ku ta gjejnë atë" (DeB 123:12). –*Predikoni Ungjillin Tim, f. 1*

Virtyti buron nga mendimet dhe dëshirat tuaja më intime. Ai është një formë \_\_ mendimit dhe \_\_ sjelljes \_\_ bazuar në standarde \_\_ larta morale. Duke qenë se Fryma \_\_ Shenjtë nuk jeton në tabernakuj \_\_ papastër, virtyti është një kërkesë \_\_ domosdoshme për të marrë udhëheqjen \_\_ Shpirtit. Ajo që ju zgjidhni të mendoni dhe të bëni kur jeni vetëm dhe kur mendoni se askush nuk po ju shikon është një masë \_\_ fortë \_\_ virtytit tuaj. –*Predikoni Ungjillin Tim, f. 122-123*

Misionarët me kohë \_\_ plotë janë ata që kryesojnë dhënien \_\_ mësimëve përpara pagëzimit me ndihmën \_\_ misionarëve \_\_ lagjes dhe \_\_ anëtarëve \_\_ tjerë. Pas pagëzimit, anëtarëve \_\_ rinj u mësohen përsëri katër mësimet \_\_ para, si edhe "Ligjet dhe Ordinancat." Udhëheqësit \_\_ lagjes përcaktojnë nëse misionarët \_\_ lagjes ose misionarët me kohë \_\_ plotë do të kenë përgjegjësinë për t'u siguruar që këto mësimet të jepen si dhe për sa kohë misionarët me kohë \_\_ plotë duhen përfshirë në këto mësimet. Nxisni çdo anëtar \_\_ ri të mbajë \_\_ gjitha zotimet në këto mësimet. –*Predikoni Ungjillin Tim, f. 29*

- B. Fill in the Blanks in the following excerpts from Libri in Mormonit with the correct article. Check your answers.

Dhe kur ju t'i merrni këto gjëra, unë do t'ju këshilloja që të pyesni Perëndinë, Atin \_\_ Amshuar, në emrin \_\_ Krishtit, në qoftë se këto gjëra nuk janë \_\_ vërteta; dhe në qoftë se ju do të kërkonit me një zemër \_\_ sinqertë, me qëllim \_\_ vërtetë duke pasur besim në Krisht, ai do t'ju tregojë \_\_ vërtetën, nëpërmjet fuqisë \_\_ Frymës \_\_ Shenjtë. Dhe nëpërmjet fuqisë \_\_ Frymës \_\_ Shenjtë, ju mund të dini \_\_ vërtetën \_\_ gjitha gjërave. –*Moroni 10:4-5*

Dhe ndodhi që zemrat \_\_ bijve \_\_ Mosias dhe gjithashtu \_\_ atyre që shkuan me ta, morën guxim për të shkuar mes Lamanitëve, për t'u shpallur atyre fjalën \_\_ Perëndisë. Dhe ndodhi që kur arritën në kufijtë \_\_ tokës \_\_ Lamanitëve, ata u ndanë dhe u larguan nga njëri-tjetri, duke besuar në Zotin se do të takoheshin përsëri në mbarim \_\_ korrave \_\_ tyre, pasi mendonin se \_\_ madhe ishte puna që ata kishin ndërmarrë. –*Alma 17:12-13*

Po, \_\_ bekuar janë skamësit në shpirt, që vijnë tek unë, pasi \_\_ tyre është mbretëria \_\_ qiellit. Dhe përsëri, \_\_ bekuar janë \_\_ gjithë ata që vajtojnë, pasi ata do të ngushëllohen. Dhe \_\_ bekuar janë zemërbutët, pasi ata do ta trashëgojnë tokën. Dhe \_\_ bekuar janë ata që janë \_\_ uritur dhe \_\_ etur për drejtësi, pasi ata do të mbushen me Frymën \_\_ Shenjtë. Dhe \_\_ bekuar janë \_\_ mëshirshmit, pasi ata do të gjejnë mëshirë. Dhe \_\_ bekuar janë \_\_ gjithë \_\_ kulluarit në zemër, pasi ata do të shohin Perëndinë. Dhe \_\_ bekuar janë \_\_ gjithë paqebërësit, pasi ata do të quhen fëmijët \_\_ Perëndisë. –*3 Nefi 12:3-9*



# Review: Possession and Ownership

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

## Asking About and Expressing Possession and Ownership

- Genitive Case
- Articles
- Possessive Adjectives

## Activities

### Personal

#### Speaking

- In your own words, tell the story of Ammon and his brothers and their mission to the Lamanites. Talk about what made them powerful missionaries. Then apply their experiences to your own life. With every possessive adjective and Genitive Noun, be sure that the conjugation is correct.
- Make a list of things that are yours. Next to that list write a list of prepositions that you struggle using. Build sentences with the prepositions and the things you own. Then switch the owner to be your companion, or anybody else. i.e. *Me librin **tim**, nga shoku **im**, prej familjës **sime**, me librin e **shokut**, nga shoku **yt**, prej familjës **së tyre**.*

#### Listening

- Listen to a conference talk in Albanian. Read it while listening. When the speaker uses a Genitive Noun or a possessive adjective, pause the recording and repeat what they said. Then use the sentences they said to build your own sentences.

#### Reading

- Read the principle “Mësazhi i Rivendosjës: Themeli i Besimit” in Chapter 1 of *Preach My Gospel* with your companion. After each paragraph, summarize what you read, focusing on using possession in some of the same ways that the principle uses them. Get feedback on your summaries and how well you used each of these grammar principles. Talk about what the most important parts would be to share with one of your investigators.

- E. Read the introduction of 1 Nephi titled “Libri i Parë i Nefit: Mbretërimi dhe Shërbesa e Tij,” looking for usage of possessive adjectives and the Genitive Case. Answer the following questions about Nephi’s family.
1. Çfarë janë emra të vëllezërve të Nefit ?
  2. Çfarë përpoqen njerëzit e Jeruzalemit të bëjnë me Lehin?
  3. Kush u bënë gratë e bijve të Lehit?
  4. What is the difference between *Lehi* and *Lehin*?
  5. What happens when a noun follows the preposition *në*?
  6. What is the difference between *ky*, *kjo*, and *këtë*?
  7. Note all of the feminine nouns in the paragraph.

### Writing

- F. Write a paragraph about the things you are grateful for. Make sure you use possessives and genitive case correctly. Have your companion or a native speaker check your paragraph. Then use what you wrote to practice teaching your companion as him or herself about praying often. Get feedback on how well you used these grammar principles.
- G. Translate the Following sentences into Albanian. Check your answers in the answer key. After writing, say each of the sentences out loud and listen to the flow of the Genitive Nouns and the possessive adjectives.
1. We bear our testimony that God is our eternal Father in Heaven.
  2. Why do you (ju) believe that Jesus Christ is the Son of God and your savior?
  3. The purpose of our life is neither to get money nor fame of the world.
  4. We believe that The Church of Jesus Christ of Latter-day Saints is the true church of Jesus Christ.
  5. You (ti) are a child of God and your Father in Heaven wants to hear from you.
  6. Have you (ju) ever felt the influence of the Holy Ghost in your life?
  7. Don't you (ti) believe that our Father in Heaven speaks to us today?
  8. My purpose in life is to grow close to my Heavenly Father.

## Companion

### Speaking

- I. Using nouns, questions, and the “to be” verb to write a lesson plan about the First Vision. Afterwards, practice teaching the lesson that you wrote out with your companion. Explain who Joseph Smith was, and what his role was in bringing forth the Book of Mormon. Be sure to include Joseph Smith’s verbatim account of the First Vision from Joseph Smith-History, and at least one other scripture to support your testimony. Also include a brief explanation of what the Book of Mormon is and why it is the keystone of our religion. Include several questions throughout your lesson that are thought-provoking, and that will allow you to adjust your teaching to meet the needs of your investigators. After each of you has had a chance to teach the lesson, give and receive feedback on grammar and pronunciation. Do two role plays: first, pay attention to how you feel as an investigator; second, note how the message is clearer when correct declensions are used.
- J. Scenario: You have just taught Vëllai Qelaj the Plan of Salvation, and now you want to invite him to be baptized. You aren’t sure that he understands the purpose of baptism. He says that he has heard of baptism but doesn’t understand why it is so important for salvation. With your companion, have one missionary take the role of Vëllaj Qelaj and the other of the missionary. Teach the qualifications for baptism and the blessings that we receive from making covenants with God. Encourage him to read the scriptures to understand for himself. Try to help him come to the conclusion that baptism is God’s path. While teaching, check if your genitive conjugations and possessive adjectives are correct, i.e. *shembulli i Jezu Krishtit, me dhuratën e Frymës së Shenjtë, familja jote*.
- K. Go back and review the teaching record of an investigator with your companion. For each commitment extended, evaluate the investigator’s progress. Speak about his progress only in Albanian. Note the usage of genitive nouns and possessive adjectives, and write them down. Discuss with each other what else you need to do this week in order to help your investigator fulfill his/her commitments.

### Listening

- L. Read the section entitled *Shlyerja* in *Preach My Gospel* with your companion. After each paragraph, write two to three sentences summarizing what you read and focusing on the use of possession and genitive in some of the same ways that the principle uses them. Share feedback with each other on your summaries and how well you used each of these grammar principles. Discuss which parts would be most important to share with one of your investigators.
- M. Listen to a native speaker’s way of showing possession. Note how possessive adjectives are always placed after the nouns they possess. Discuss with your companion how to work on the less common or more difficult possessive adjectives (sate, tona, tanë, tonë).

### Reading

- N. Read DeB 50:13-22 as a companionship. Make note of each time the grammar principles from this section are used. In Albanian, discuss how this scripture applies to your investigators (Are you teaching by the Spirit? Are they receiving your message by the Spirit? How can you tell? How are they progressing when you are not there?), then set goals and make plans to apply the things that you discuss. Note all the articles and their associated adjective.
- O. Read 3 Nephi 27:3-12 as a companionship and make note of how each of the grammar principles from this section is used. In Albanian, discuss how you can help your investigators to understand the different characteristics of the true Church explained in this chapter by the Savior.

## Writing

- P. Translate the following sentences into Albanian. Check your answers in the answer key. Say each of the sentences out loud with your companion and get feedback from each other on your pronunciation.
1. During His mortal ministry, the Savior taught the people the truths of His gospel.
  2. The Book of Mormon contains the fullness of the Gospel of Jesus Christ.
  3. Joseph Smith received the power of God to translate the Book of Mormon.
  4. Through the sacrifice of the Lamb of God, we can receive a remission of our sins.
  5. Do you (ti) believe that the Book of Mormon contains the words of the prophets?
  6. After the death of the Savior and His Apostles, there was no priesthood authority on earth.
  7. The President of our church is the living prophet of God.
  8. Our purpose in life is to grow close to our Heavenly Father.



# Asking About and Describing Objects, People, and Their Characteristics

## Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are.

Below are examples of the types of things you will be able to express with the grammar in this function.

- When we are resurrected, our bodies are **perfect** and **immortal**. (Standard Adjectives)
- The terrestrial kingdom is **higher** than the telestial, but the celestial is **highest**. (Comparative Degrees)
- God's **creations** are full of **beauty**. (Formation of Nouns)
- **We** want to live with **Him** again someday. (Pronouns)
- There are **three** kingdoms of glory. (Numbers)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

### Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What are God's characteristics? What is He like?)
- "The Great Apostasy" (What was it like during the Apostasy? What kinds of things were taught?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What was Joseph Smith like? What was it like where he lived?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How would I describe the Book of Mormon and bear testimony about it?)
- "Pray to Know the Truth through the Holy Ghost" (What does the Spirit feel like?)
- "Our Life on Earth" (How would I describe this life?)
- "The Spirit World" (What is the spirit world like?)
- "Kingdoms of Glory" (What are the three kingdoms like? How are they ranked and why?)
- "Obey the Word of Wisdom" (What are things we should avoid taking into our bodies?)

### Tasks from *Missionary Vocabulary and Phrases Book*

- "Get to Know Someone" (What kind of person is he or she? What is his or her family like?)
- "Make a Purchase" (How would I describe what I want to buy?)
- "Meet Someone" (What do I want them to know about who we are? Can I describe them to someone else?)
- "Give Directions" (What does the building look like?)

## Standard Adjectives (Mbiemra Standard)

### Examples

In my **free** time, I like to write to my family members.

Në kohën **e lirë** më pëlqen t'u shkruaj anëtarëve të familjes sime.

Member-**missionary** work is one of the **greatest** keys to the **individual** growth of our members.

Puna **misionare** nga çdo anëtar është një nga çelësat **më të mëdhenj** të rritjes **individuale** të anëtarëve tanë.

Tell the brethren to be **humble** and **faithful** and be sure to keep the Spirit of the Lord, that it will lead them in **unmistakable** ways.

U thuaj vëllezërve të jenë **të përlulur** dhe **besnik** dhe të sigurohen që ta ruajnë Shpirtin e Zotit, i cili do t'i udhëheqë në mënyra të **pagabueshme**.

When we fast, we should pray for **other** people.

Kur agjërojmë, duhet të lutemi për njerëz **të tjerë**.

We are promised **eternal** life as we endure to the end.

Neve na premtohet jeta **e përjetshme** kur durojmë deri në fund.

### Explanation

Adjectives describe nouns. Adjectives, like nouns, decline based on gender, plurality, definiteness, and case. There are two broad types of adjectives to discuss:

- Articulated adjectives
- Non-articulated adjectives

The difference between these adjectives starts with the article, which will also be discussed.

See the Appendix for charts of the Possessive Adjectives.

### Articles (Nyje)

Articles are small words that serve to connect other words in Albanian. There are four articles: *i*, *e*, *të*, and *së*. To determine the correct article to be used, look to the gender, plurality, definiteness, and case of the noun being described. (For example, if the noun is feminine, plural, definite, and accusative, the correct article to be used is *e*.) Articles serve to connect articulated adjectives to the nouns they describe (just as they connect genitive nouns to their possessive noun).

The article is placed after the noun and before the adjective.

Noun		Article		Adjective		
komb <i>nation</i>	+	i	+	fuqishëm <i>powerful</i>	→	komb i fuqishëm <i>a powerful nation</i>

Declension of Articles								
Case	Masculine				Feminine			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
<b>Nominative</b>	i	i	të	e	e	e	të	e
<b>Accusative</b>	të	e	të	e	të	e	të	e
<b>Genitive/ Ablative/ Dative</b>	të	të	të	të	të	së	të	të

Examples:

Në kishën **e sotme**, kemi dymbëdhejtë apostuj.  
In the **contemporary** church, we have Twelve Apostles.

The article *e* is used because the noun *kishën* is feminine, accusative, singular, and definite.

Kam arsye **të brendshme** për ta mësuar ungjillin.  
I have **internal** reasons to learn the gospel.

The article *të* is used because the noun *arsye* is feminine, accusative, plural, and indefinite.

Shoku im është **i shkëlqyeshëm** dhe punon fort.  
My companion is **excellent** and works hard.

The article *i* is used because the noun *shoku* is masculine, nominative, singular, and definite.

## Articulated Adjectives (Mbiemra të Nyshme)

Articulated adjectives are formed by combining articles with various types of words, such as:

- With verb **participles**
- With **shëm/shme** adjectives
- With **variable** adjectives
- With **other** types of adjectives.

### Adjectives from Participles

Participles can be coupled with articles to form adjectives.

Participle Adjective Samples							Other participle examples
Verb	Noun		Article		Participle	Whole Sample	
thyej <i>I break</i>	krah <i>arm</i>	+	i	+	thyer* <i>broken</i>	→ krah i <b>thyer</b> <i>a broken arm</i>	i larë i shkruar i fshirë i hapur i ditur i fjetur i rënë i dhënë i pagëzuar i nisur i zhdukur i kthyer në besim
them <i>I say</i>	fjalë <i>words</i>	+	të	+	thënë <i>said</i>	→ fjalë <b>të thëna**</b> <i>spoken works</i>	
ndez <i>I light</i>	qirinjtë <i>candles</i>	+	e	+	ndezur <i>lit</i>	→ qirinjtë <b>e ndezur</b> <i>the lit candles</i>	
lë <i>I leave</i>	çanta <i>bag</i>	+	e	+	lënë <i>abandoned</i>	→ çanta <b>e lënë</b> <i>the abandoned bag</i>	

\* See section on participles for more information about participles and their function.

\*\*Feminine plural adjectives will almost always change their ending to *a*.

Articles must be correctly matched to the gender, definiteness, plurality, and case of the noun being described.

Examples:

Këtu mund t'i gjeni përgjigjet **e kërkuara**.  
Here you can find the **sought after** answers.

*E* is used because the noun *përgjigjet* is both accusative and definite. *Kërkuara* is used because *përgjigjet* is feminine and plural.

Ungjilli **i rivendosur** na bekon dhe na ndihmon.  
The **restored** gospel blesses and helps us.

*I* is used because the noun *ungjilli* is masculine, nominative, singular, and definite.

Dëgjoni vetëm muzikë **të miratuar** që e sjellë shpirtin.  
Only listen to **approved** music that brings the spirit.

*Të* is used because the noun *muzikë* is feminine, accusative, and indefinite.



-shëm/shme Adjectives

There are a number of adjectives that have identical stems but differ with gender endings. A *-shëm* is used with adjectives describing masculine nouns, and *-shme* adjectives describe feminine ones. These adjectives can be based upon the following words:

- Participles
- Nouns
- Adverbs

shëm/shme Adjective Sample Construction from Participles							Other participle examples
Participle	Stem	Ending	Adjective	Noun	Whole Sample		
pandarë <i>undivided</i>	→ panda	+	shëm → pandashëm <i>indivisible (m.)</i>	komb <i>nation</i>	→ komb i pandashëm <i>indivisible nation</i>		sjellshëm besueshëm trishtueshëm qendrueshëm dukshëm vdekshëm ardhshëm
			shme → pandashme <i>indivisible (f.)</i>	motra <i>sisters</i>	→ motra të pandashme <i>indivisible sisters</i>		

shëm/shme Adjective Sample Construction from Nouns							Other noun examples
Noun	Ending	Adjective	Noun	Whole Sample			
rëndësi <i>importance</i>	+	shëm → rëndësishëm <i>important (m.)</i>	rol <i>role</i>	→ rol i rëndësishëm <i>important role</i>			suksesshëm natyrshëm fuqishëm guximshëm ndershëm zakonshëm moralshëm
		shme → rëndësishme <i>important (f.)</i>	mënrya <i>ways</i>	→ mënrya të rëndësishme <i>important ways</i>			

shëm/shme Adjective Sample Construction from Adverbs							Other adverb examples
Adverb	Ending	Adjective	Noun	Whole Sample			
më tej <i>further</i>	+	shëm → mëtejshëm <i>further (m.)</i>	përkufizim <i>definition</i>	→ përkufizimi i mëtejshëm <i>the following definition</i>			përjetshëm pafajshëm jashtëzakonshëm përhershëm gatshëm vëmendshëm tanishëm
		shme → mëtejshme <i>further (f.)</i>	dritë <i>light</i>	→ dritë të mëtejshme <i>further light</i>			

Articles must be correctly matched to the gender, definiteness, plurality, and case of the noun being described.

Examples:

Çfarë ju kanë mësuar misionarët **e mëparshëm**?  
*What have the **previous** missionaries taught you?*

Profeti na këshillon të bëhemi njerëz **të moralshëm**.  
*The prophet counsels us to be **moral** people.*

Kemi shpirtra të **pavdekshëm**!  
*We have **immortal** spirits!*

### Variable Adjectives

There are a number of adjectives that take on various forms based on gender and plurality.

	Variable Adjective Samples			
	Masculine		Feminine	
	Singular	Plural	Singular	Plural
<b>young/new</b>	i ri	të/e rinj	e re	të/e reja
<b>black</b>	i zi	të/e zinj	e zezë	të/e zeza
<b>red</b>	i kuq	të/e kuq	e kuqe	të/e kuqe
<b>big/great</b>	i madh	të/e mëdhenj	e madhe	të/e mëdha
<b>little/small</b>	i vogël	të/e vegjël	e vogël	të/e vogla
<b>bad</b>	i keq	të/e këqinj	e keqe	të/e këqija

Examples:

Shih aty! Çfarë mund të mësosh nga vashat **e reja**?  
*Look there! What can you learn from those **young** lasses?*

Ne duhet të mësojmë ta dëgjojmë zërin **e vogël** të Shpirtit.  
*We need to learn to hear the **small** voice of the Spirit.*

Si mund t'i ndihmoj të tjerët t'i mposhtin vetet **e këqija**?  
*How can you help others overcome **bad** vices?*

Bibla tregon për profetë **të mëdhenj**!  
*The Bible talks about **great** prophets!*

### Other Adjectives

Some articulated adjectives have no special distinction aside from the article. However, they still receive the feminine plural *-a* at the end.

Examples:

Qeni **i shurdhër** i shpëtoi jetën vajzës së vogël.  
*The **deaf** dog saved the life of the little girl.*

Ajo grua **e vjetër** më dha një mollë të shijshme.  
*That **old** woman gave me a delicious apple.*

Lulet **e vjetra** akoma ishin **të bukura**.  
*The **old** flowers were still **beautiful**.*

## Non-Articulated Adjectives (Mbiemra të Panyshëm)

Non-articulated adjectives describe nouns without the connecting article. There is little that grammatically distinguishes non-articulated adjectives. Gender differences are present in non-articulated adjectives. The standard feminine gender indicator is an -e attached to the end of non-articulated adjectives.

Non-articulated Adjective Gender Shift (+e)	
Masculine	Feminine
djalë heroik <i>heroic boy</i>	vajzë heroike <i>heroic girl</i>
burrë qortues <i>reprimanding man</i>	grua qortuese <i>reprimanding woman</i>
vëlla besimtar <i>believing brother</i>	motër besimtare <i>believing sister</i>

Examples:

Dje policia **shtetërore** na kaloi në rrugë.  
*Yesterday the **state** police passed us on the road.*

Kemi një Atë **Qiellor** që na do dhe na mbështet.  
*We have a **Heavenly** Father that loves us and supports us.*

## Activities

### Personal

#### Writing

- A. On a separate sheet of paper, identify what type of adjectives the following words are: articulated, unarticulated, or -shëm/-shme. Check your answers.

1. i bukur	6. e lezetshme	11. e madhe
2. normale	7. i vogël	12. e frikshme
3. i këndshëm	8. dinak	13. shkatërrues
4. e gjatë	9. punëtore	14. i mëshirshëm
5. trim	10. e thjeshtë	15. e mrekullueshme

- B. Fill in the blank with the correct form of possessive adjective according to the English given in parentheses. (See the Appendix for Possessive Adjective charts.) Check your answers.

- Shtëpia ime është afër dyqaneve \_\_\_\_ (their).
- Unë jam prej fshatit \_\_\_\_ (your).
- Ditari \_\_\_\_ (my) është plotë me informacion.
- Ne e ndjekim ungjillin \_\_\_\_ (His).
- Data \_\_\_\_ (your) e pagëzimit ka ndyshuar.
- Apartamenti \_\_\_\_ (our) është shumë i pastër!
- Këpucët \_\_\_\_ (your plural) janë të mëdha.
- Hapni librat \_\_\_\_ (your plural) te faqja 65.
- Vazoja e zyrës \_\_\_\_ (my).
- Telefoni \_\_\_\_ (our) qënka i vjetër!

## Reading

- C. Underline the correct adjective needed to make the sentence match the English one. (See the Appendix for Possessive Adjective charts.) Check your answers.

- |   |  |
|---|--|
| 1. Kjo është jeta (ynë/ime).<br><i>This is my life.</i>   | 6. Në qytetin (tim/tënde), kemi një Conad.<br><i>In my city, we have a Conad.</i>  |
| 2. Kisha (jonë/tonë) është shumë afër.<br><i>Our church is very close.</i>  | 7. Ne do takohemi para shkollës (suaj/tuaj) të vjetër.<br><i>We will meet in front of your old school.</i>                     |
| 3. Për shkak të veprave (të Tij/të Saj), ne të gjithë mund të shpëtohem.<br><i>Because of His actions, we can all be saved.</i> | 8. Nuk i mbaj mend emrat (tuaj/e tyre) se janë shumë të gjata.<br><i>I don't remember their names because they're so long.</i> |
| 4. Shtëpia (e tyre/jonë) është jashtë qytetit.<br><i>Their house is outside the city.</i>                                       | 9. Qeni (yt/tënd) është i frikshëm!<br><i>Your dog is scary!</i>   |
| 5. Unë duhet ta korrigjoj detyrën (jote/tënde).<br><i>I need to correct your homework.</i>                                      | 10. Na trego diçka për kërkuesit (tuaj/suaj).<br><i>Tell us something about your investigators.</i>                            |

## Writing

- D. The following sentences contain incorrect forms of the bolded adjectives. First, determine why the given form is inaccurate, then, correct the errors. Note: The translations given convey what the speaker is trying to say, not necessarily a word for word translation.

- Unë kam një batanije **e zi**\*.  
*I have a black blanket.*
- Guri duhet të jetë **e madhe**\*.  
*The rock should be big.*
- Kërkuesi ynë nuk na krijon shumë probleme **të rëndë**\*.  
*Our investigator doesn't create many difficult problems.*
- Qumështi **e prishura**\* duket si dhallë.  
*Expired milk looks like dhallë.*
- Dashuri **i vertetë**\* nuk vdes kurrë.  
*True love never dies.*
- Ato janë Motrat më **të re**.  
*Those are the newest sisters.*
- A mund të m'i japësh të gjithë topat **e zi**\*?  
*Could you give me all the black balls?*
- Ato kuti **të mëdhenj**\* duhet të shkojnë në bodrum.  
*Those large boxes should go in the basement.*
- Unë e shoh Librin e Mormonit si një dëshmi **të ri**\* e Jezu Krishtit.  
*I view the Book of Mormon as a new testimony of Jesus Christ.*
- Mësimi i peshkopit ishte shumë **e mirë**\*!  
*The bishop's lesson was very good!*
- Kisha pasur qejf të blija një palë keputë **e reja**\*.  
*I would have liked to buy a new pair of shoes.*

- E. Translate the following sentences into Albanian. Check your answers. (Note: there may be more than one way to convey something in Albanian. The answers provided are simply one way an Albanian may express it.)

1. I really like the new lessons and the freedom missionaries now have in designing their teaching.
2. Brother Veliaj is so humble it inspires me to be more grateful for what I have.
3. What are your new investigators' names?
4. Where were those big, red cars parked?
5. When I think of someone that embodies the principles of the restored gospel, I'm reminded of Sister Hoxha.
6. In our city, there are many beautiful, old buildings that show our nation's history.
7. How much does it cost for a new shirt from the market?
8. Though he may be small in body, he has a large heart.

- F. Translate the following sentences into English. Check your answers.

*Kam gjetur një derë të trashë.*

*Gjeta një mollë të kuqe; duket e shijshme.*

*Perëndia ka krijuar ligjin e drejtësisë.*

*Familja ime e bukur është vulosur në tempull.*

*Burrat e mëdhenj ngrejne peshë në palestër.*

- G. Correct these non-articulated adjectives according to the right gender indicated from the proceeding nouns. Check your answers.

- |                       |                             |
|-----------------------|-----------------------------|
| 1. Motër shpirtëror/e | 5. Fjalë përlës/e           |
| 2. Vëlla fjalëpak/e   | 6. Surprizë e pritshëm/shme |
| 3. Ndërtësë fetar/e   | 7. Kurs përgatitor/e        |
| 4. Mama përkushtues/e | 8. Djalë miqësor/e          |

## Companion

### Writing

- H. With your companion, write down the table of irregular (variable) adjectives and memorize them for future knowledge.

### Speaking

- I. With your companion, talk about the blessings you've received in your life. Focus on using possessives correctly, and get feedback from your companion.
- J. Compile a list of adjectives that describe Jesus Christ (i mëshirëshëm, i mirë, zemërgjër, etj.). Compare your list with that of your companion, and discuss ways you can use these descriptors in an upcoming lesson. Refer to Krishti i Gjallë if you run out of ideas.

## Reading

- K. Read 3 Nephi 11:3. What adjectives does the verse contain, and how are they used to describe the voice the people heard? Check your answers. Using adjectives, describe the still, small voice to your companion as if he or she were a new investigator.

## Writing

- L. As a companionship, write several sentences you might use to express gratitude in prayer using possessive adjectives. Remember to pay attention to using proper gender. If appropriate, end by saying a prayer of gratitude using the sentences you created.

Examples:

Ne jemi mirënjohës për dëshmitë tona.

*We are thankful for our testimonies.*

Ne të falënderojmë ty për Birin tënd, Jezu Krisht.

*We thank thee for thy Son, Jesus Christ.*

Jam mirënjohëse për shoqen time.

*I'm thankful (feminine) for my companion (feminine).*

## Group

### Speaking

- M. Divide the missionaries into groups of two with someone besides their companion. Have each missionary choose a character from the Book of Mormon. Take turns asking each other yes or no questions to find out their identity. Try to use as many adjectives and traits as possible (see the review section of this section to obtain a list of adjectives). Here are a few example questions: Is your person a brave soldier? Is your person a faithful prophet? Answers could be: "Po, bijtë e Helamanit ishin ushtarë shumë të guximshëm!" or "Jo, Lemueli nuk ishte një profet besnik." Give each other feedback.
- N. Name an object or person around you. Go around the circle describing said object/person using a different adjective than what's been said. When someone can't think of a new adjective, they're out. Keep going until a winner emerges! The winner then chooses the next object.
- O. While describing your investigators' progression and needs in district meeting, do so in Albanian. Ask your district for feedback so that you can provide a fuller description of your investigators and their needs. Tell what you know about their children, friends, job, and hobbies. Use the appropriate adjectives and possessive adjectives.

# Comparative Degrees (Shkallë Krahësore)

## Examples

Dan Jones was one of <b>the greatest</b> missionaries in this dispensation.	Dan Xhons ishte një nga misionarët <b>më të mëdhenj</b> të kësaj kohe.
Enjoying the gifts of the Spirit should be a <b>more earnest</b> desire.	Të gëzuarit e dhuratave të Shpirtit duhet të jetë një dëshirë <b>më e zjarrtë</b> .
This is the <b>most important</b> path this investigator will ever walk.	Ky është shtegu <b>më i rëndësishëm</b> nëpër të cilin ky kërkues do të ecë ndonjëherë.
They sought for a <b>greater</b> spiritual light, and many spoke of the need for a restoration of truth.	Ata kërkuan një dritë <b>më të madhe</b> shpirtërore dhe shumë prej tyre folën për nevojën e një rivendosjeje të së vërtetës.
One of the <b>greatest</b> blessings of membership in the Church is the opportunity to serve.	Një nga bekimet <b>më të mëdha</b> të anëtarësisë në Kishë është mundësia për të shërbyer.

## Explanation

Adjectives describe and modify nouns. *Comparative* and *superlative* adjectives are those that describe the relationship between two or more objects, expressing different grades of degrees of an adjective. In English, this is manifest in words ending with the *-er*, *-est* suffixes (*greater than*, *the coldest*).

Just like in English, the adjectives have three degrees: statement, comparative, and superlative.

Degree	Explanation	English	Albanian
<b>Shkalla pohore</b> <i>The statement degree</i>	Using the basic adjective form	He is <b>happy</b> .	Ai është <b>i lumtur</b> .
<b>Shkalla krahasore</b> <i>The comparative degree</i>	Comparing two or more objects	He is <b>happier than</b> her. She is <b>much happier than</b> him. She is <b>as happy as</b> him.	Ai është <b>më</b> i lumtur <b>se</b> ajo. Ajo është <b>shumë më</b> e lumtur <b>se</b> ai. Ajo është <b>aq</b> e lumtur <b>se</b> ai.
<b>Shkalla sipërore</b> <i>The superlative degree</i>	Expressing the highest degree	That girl is <b>the happiest!</b> She is <b>the happiest</b> girl!	Ajo vajzë është <b>më</b> e lumtura! Ajo është vajza <b>më</b> e lumtur!

\*Note: Even though all the examples above are for an **articulated** adjective *i/e lumtur*, this can be applied to **non-articulated** adjectives as well.

Below are more examples. Read each one aloud, noting the differences. The specific rules for each degree will be discussed later on.

Comparative and Superlative samples					
Shkalla pohore	Shkalla krahasore			Shkalla sipërore	
i thellë <i>deep</i>	<b>më</b> i thellë <b>se</b> <i>more deep than</i>	<b>shumë më</b> i thellë <b>se</b> <i>much more deep than</i>	<b>aq</b> i thellë <b>sa</b> <i>as deep as</i>	<b>liqeni më</b> i thellë <i>the deepest lake</i>	<b>më</b> i thelli (liqen) <i>the deepest one</i>
e kuqe <i>red</i>	<b>më</b> e kuqe <b>se</b> <i>more red than</i>	<b>tepër më</b> e kuqe <b>se</b> <i>much more red than</i>	<b>aq</b> e kuqe <b>se</b> <i>as red as</i>	<b>mollët më</b> të kuqe <i>the reddest apples</i>	<b>më</b> e kuqja (molë) <i>the reddest one</i>
i ëmbël <i>sweet</i>	<b>më</b> i ëmbël <b>se</b> <i>sweeter than</i>	<b>fare më</b> i ëmbël <b>se</b> <i>way more sweet than</i>	<b>po aq</b> i ëmbël <b>se</b> <i>just as sweet as</i>	<b>mjalti më</b> i ëmbël <i>the sweetest honey</i>	<b>më</b> i ëmbli (mjalt) <i>the sweetest one</i>

## The Comparative Degree (Shkalla Krahasure)

### The Use of *më*

*Më* is the English equivalent of more or *-er* (e.g., *more blue, bluer*).

Shkalla Pohore	Shkalla Krahasure
Liqeni i Ohrit është i thellë. <i>The lake of Ohër is deep.</i>	Liqeni i Ohrit është <b>më</b> i thellë se liqeni i Shokdrës. <i>The lake of Ohër is deeper than the lake of Shokder.</i>
Molla është e kuqe. <i>The apple is red.</i>	Këto mollë janë <b>më</b> të kuqe se jeshille. <i>These apples are more red than green.</i>

\*Note: Occasionally you'll hear people say *Dua të jem më mirë* (*I want to be better*), removing the article altogether. This would denote a desire to be better overall, rather than better than something else.

### The Use of *aq, po aq, kaq*

In addition to using comparatives to say that one thing is *better* than another, you can also state that two objects are *equally* as good. In English we use phrases such as *just as good, as fast as, etc.*, the word *as* being the key. In Albanian, the word *aq* indicates this principle.

Shkalla Pohore	Shkalla Krahasure
Liqeni i Ohrit është i thellë. <i>The lake of Ohër is deep.</i>	Liqeni i Ohrit është <b>aq</b> i thellë <b>sa</b> liqeni i Shkodrës. <i>The lake of Ohër is as deep as the lake of Shkoder.</i>
Molla është e kuqe. <i>The apple is red.</i>	Mollët janë <b>po aq</b> të kuqe <b>sa</b> lulestrydhet. <i>The apples are just as red as the strawberries.</i>

## The Superlative Degree (Shkalla Sipërore)

A simple rule of thumb of forming the superlative is this: only make one word (either the noun or the adjective) definite, and place it before the second.

To translate the phrase, the happiest missionary, you can say either:

- **Misionari** më i lumtur- *misionar* is made definite, *i lumtur* is indefinite.
- Më i **lumturi** misionar- *i lumtur* is made definite, *misionar* is indefinite.

This distinction is made below by forming superlatives with definite and indefinite nouns.

### Superlatives Formed with Definite Nouns

With articulated adjectives, the definite noun is followed by the particle *më* (more or most) with the article accompanied by the adjective.

Samples of Superlative Expressions (Articulated Adjectives)				
	Definite Noun +	më +	Article +	Adjective
<i>The most beautiful flower</i>	Lulja	më	e	bukur
<i>The coldest winter</i>	Dimri	më	i	ftohtë
<i>The most fantastic books</i>	Librat	më	të	mrekullueshëm
<i>The highest mountains</i>	Malet	më	të	larta



Examples: The word that is made definite is underlined.

Ky vit ka qenë **më i vështiri**.  
*This year has been **the hardest**.*

Anëtarët me të cilët punoja janë miqtë **më të mirë** që kam tani.  
*The missionaries with which I used to serve are the **best** friends I now have.*

Dymijekatërmëdhjetë (2014) ka qenë vera **më e nxehtë** që më kujtohet.  
*Two-thousand fourteen (2014) was the **hottest** summer that I remember.*

Non-articulated adjectives follow the same pattern without the article: the definite noun is followed by më (more or most) and the adjective.

Samples of Superlative Expressions (Non-Articulated Adjectives)			
	Definite Noun +	më +	Adjective
<i>The funniest boy</i>	Djali	më	gallatë
<i>The hardest-working sister</i>	Motra	më	punëtore
<i>The most American people</i>	Njerëzit	më	Amerikanë
<i>The most central points</i>	Pikat	më	qëndrore

Examples:

Elder Smith është misionari **më kureshtar** nga te gjithë misionarët  
*Elder Smith is **the most inquisitive** missionary of all the missionaries.*

Gjatë verës në Tiranë, unë do të jem misionari **më punëtor** në Shqipëri!  
*During summer in Tirana, you will be **the most hard-working** missionary in Albania!*

Denisi i vogël është anëtari **më dëshirëmadh** në Elbasan.  
*Little Denis is **the most eager** member in Elbasan.*

### Superlatives Formed with Indefinite Nouns

Alternatively, the superlative adjective may be placed before the noun; in that event, the noun is indefinite while the adjective takes the definite ending. This only happens with expressions using articulated adjectives.

A phrase containing më (more or most) before the article followed by definite adjective is placed before an indefinite noun.

Samples of Superlative Expressions (Alternate)							
	më	+	Article	+	Adjective	+	Indefinite Noun*
<i>The most beautiful girl</i>	më	+	e	+	bukura	+	vajzë
<i>The coldest winter</i>	më	+	i	+	ftohti	+	dimër
<i>The most fantastic books</i>	më	+	të	+	mrekullueshmit	+	libra
<i>The highest mountains</i>	më	+	të	+	lartat	+	male

\*Note: The indefinite noun can be omitted if context is understood.

Examples:

Rizi është **më i vogli** (djalë) i familjes Xibraku.  
*Rizi is **the smallest** (boy) of the Xibraku family.*

Fitorja është përfundim **më i dëshirueshmi** i një ndeshjeje futbolli.  
*Victory is **the most desirable** outcome of a soccer match.*

## Advanced Principles of Mastery

### Superlative Genitive Nouns

If a genitive noun is being compared and it immediately follows the noun it possesses, then the associated comparative adjective will contain the article *të*.

Ata kanë prodhimin e qumështit **më të mirë** të vendit.  
*They have the production of **the best** milk of the region.*

Note how *qumësht* is declined genitive and *më të mirë* remains indefinite.

Describing

### Superlative Ablative Nouns

Superlative ablative nouns are similar to superlative genitive nouns. If a noun follows an ablative preposition, the first word, be it the noun or its superlative phrase, should be declined ablative.

Ai zbriti **prej më së lartës** majë të Shqipërisë.  
*He descended **from the highest** peak of Albania.*

*Më së lartës* is declined ablative because of the preposition *prej*.

Ai zbriti **prej majës** më të lartë të Shqipërisë.  
*He descended **from the** highest **peak** of Albania.*

Note how the adjective became *më të lartë*

### Indefinite Comparative Genitive/Ablative Nouns

If the genitive/ablative superlative noun is **indefinite**, then the superlative phrase is usually placed at the end with the article *të*.

Examples:

Ky është hartimi i **një** rregulloreje **më të plotë**.  
*This is the drafting of **a better** rule.*

Ndërtimi i **një** fabrike **më të madhe** se e para do të hajë shumë kohë.  
*The building of **a bigger** factory than before will take a long time.*

# Activities

## Personal

### Writing

- A. Write a sentence using each of the adjectives below in the superlative degree. Then, alter your sentences so that the adjectives below are comparative instead. For example, you might use *i/e bukur* in the superlative degree by saying, "Pjesa më e bukur e Planit të Shpëtimit është ringjallja." ("The most beautiful part of The Plan of Salvation is the resurrection.") Then, you could alter *i/e bukur* into a comparison by saying, "Ringjallja është më e bukur sesa vdekja fizike në Planin e Shpëtimit." ("The Resurrection is more beautiful than physical death in the plan of salvation.")

- |                       |                      |
|-----------------------|----------------------|
| 1. i/e mirë           | 6. i/e lodhshëm/shme |
| 2. i/e dashur         | 7. masiv(e)          |
| 3. i/e habitshëm/shme | 8. i/e hollë         |
| 4. shqiptar(e)        | 9. i/e shkathët      |
| 5. i/e lënduar        | 10. i/e dhimbsur     |

- B. Translate the following sentences into English. Then, mark whether a comparative or superlative adjective is used in each sentence. Check your answers.

1. Më e bukura lule që kam parë është trendafilli.
2. Kosovarët flasin shqip më ngadalë sesa Shqiptarët e Shqipërisë.
3. Libri i Almës është më i gjatë sesa Libri i Mosias.
4. Disa kërkues janë më të gatshëm për pagëzim sesa të tjerët.
5. Klodjani është anëtar më aktiv në këtë degë.
6. Dëshmia ime është më e fortë tani se ishte më parë.
7. Personi më i aftë fillon punë nesër.
8. Shtëpia juaj është më e madhja në botë!
9. Parimet e Ungjillit janë më të thjeshtë kur i mësojmë ata një nga një.
10. Më i vjetri telefon është i yni.

### Listening

- C. Pay close attention to when native speakers use comparative and superlative degree in their daily speech. Make note of these examples when possible, and create a plan for how you will incorporate them into your own daily speech.

**Writing**

D. Translate the following sentences into Albanian. Check your answers.

1. We took the longer road to get to the church.
2. That cow was the largest I've ever seen!
3. We strive to be more faithful today than we were yesterday.
4. My bag is lighter than yours.
5. My companion (masc.) is the most diligent missionary.

**Companion****Speaking**

- E. With your companion, brainstorm ways of how to use comparative and superlative adjectives in your lessons. For example, you might promise an investigator that she will be closer to God if she prays daily, or you could say that Laman was the oldest of Nephi's brothers.
- F. Make a list of ten adjectives with your companion. Share with each other in Albanian the thing you have seen or the experience you have had that is the most \_\_\_\_ (adjective) in your life. For example, if you selected the adjective "tall," share an experience when you saw the tallest person you have seen in your life.
- G. With your companion, practice describing in Albanian the three kingdoms of glory as found in "Lesson 2: The Plan of Salvation" using comparative and superlative adjectives.
- H. Look around and find a nearby object. Do not tell your companion what object you have selected. Instead, have him/her try to guess it by using comparative and superlative phrases in Albanian. For example, if you chose a leaf, your companion might ask, "A është më i gjatë sesa një njeri?" ("Is it taller than a person?"), to which you would respond "jo" ("no"). He/she would keep guessing until he/she identified the object. Then your companion would choose a new object.

**Group****Speaking**

- I. Make a ball and have some commonly used adjectives written on it. Pass the ball around and whichever adjective your hand is closest to, create a sentence making the adjective comparative and then superlative.

**Writing**

- J. One person from the group will say an adjective in English. Then, two other group members will race to each write down on a piece of paper the adjective in Albanian and pass it to their neighbor, who will write the comparative form before passing it to a third person, who will write the superlative form. The first team to have all three forms written correctly on their paper will win that round.

**Reading**

- K. Have everyone study comparatives and superlatives, and discuss what you have learned the next time you meet.

## The Formation of Nouns (Emërtimi)

### Examples

**The Fall** was part of Heaven's Father's plan of happiness.

I have a **reading** to do for tomorrow.

Alma was **burdened** with pain.

The word of **wisdom** was given for us.

**Tithes** and offerings are paid voluntarily and privately.

**Rënia** ishte pjesë e planit të lumturisë

**Të bindurit** do të jetojnë në gjendje lumturie.

Unë kam një **lexim** të bëj për nesër.

Fjala e **urtësisë** ishte dhënë për ne.

**Të dhjetat** dhe offertat pagohen vullnetarisht dhe privatisht.

### Explanation

In Albanian, it is possible to transform verbs and articulated adjectives into nouns. By learning a few patterns, you can transform a verb like "to serve" into the noun "service" or an adjective like "small" into the noun "the small one."

### Substantivization of Verbs (Emërtimi i Foljeve)

In order to form a noun from a verb, you must first begin with the verb's past participle. Below are examples that illustrate how each type of participle can form a noun. The noun formed will depend on the ending of the participle from which it came. For example, all participles ending in "-uar" will transform into nouns ending in "-im."

Verbs to Nouns (Based on Participles)						
Verb	Participle		Participle Ending		Noun Ending	New Noun
mësoj <i>I learn</i>	mësuar <i>learned</i>	→	-uar	→	-im	mësim <i>lesson</i>
dënoj <i>I condemn</i>	dënuar <i>condemned</i>	→				dënim <i>condemnation</i>
filloj <i>I begin</i>	filluar <i>begun</i>	→				fillim <i>beginning</i>
shërbej <i>I serve</i>	shërbyer <i>served</i>	→	-yer	→	-im -esë*	shërbim <i>service</i>
						shërbesë <i>a service</i>
kthej <i>I return</i>	kthyer <i>returned</i>	→				kthim <i>the return (the way back)</i>
						kthesë <i>a turn/bend</i>
shkëmbej <i>I exchange</i>	shkëmbyer <i>exchanged</i>	→				shkëmbim <i>exchange</i>
						shkëmbesë <i>a ransom</i>

blej <i>I purchase</i>	blerë <i>purchased</i>	→			→	blerje <i>purchase</i>
pres <i>I cut</i>	prerë <i>cut</i>	→	-rë	→	-rje	→ prerje <i>cut</i>
hyj <i>I enter</i>	hyrë <i>entered</i>	→				→ hyrje <i>entrance</i>
them <i>I say</i>	thënë <i>said</i>	→				→ thënie <i>saying</i>
jap <i>I give</i>	dhënë <i>given</i>	→	-në	→	-nie	→ dhënie <i>giving/offering</i>
ha <i>I eat</i>	ngrënë <i>eaten</i>	→				→ ngrënie <i>eating/feeding</i>
bërtas <i>I shout</i>	bërtitur <i>shouted</i>	→				→ bërtitje <i>shout</i>
fik <i>I turn off</i>	fikur <i>turned off</i>	→	-ur	→	-je	→ fikje <i>turning off</i>
fal <i>I forgive</i>	falur <i>forgiven</i>	→				→ falje <i>forgiveness</i>
dal <i>I exit</i>	dalë <i>exited</i>	→				→ dalje <i>exit</i>
sillem <i>I behave</i>	sjellë <i>behaved</i>	→	-lë	→	-lje	→ sjellje <i>behavior</i>
vjellë <i>I vomit</i>	vjellë <i>vomited</i>	→				→ vjellje <i>vomit</i>

\*-esë is a less common ending, but follows the -yer pattern.

## Articulated Nouns/Substantivization of Adjectives

Articulated nouns behave like other standard nouns in most ways. The only difference is that they are preceded by an article. An articulated noun is formed when an articulated adjective is made into a noun. A common example of this can be found in the adjective “true” as compared to the noun “truth.”

Notice how in the examples below, *vërtetë* is declined as if it is a noun.

Original Adjective – <i>i/e vërtetë</i> – true	Articulated Noun – <i>e vërteta</i> – the truth
Unë e lexova analin <b>e vërtetë</b> të Krishtit në kontinentin Amerikan. <i>I read the <b>true</b> account of Christ in the American continent.</i>	<b>E vërteta</b> është që Krishti e vizitoi kontinentin Amerikan. <i><b>The truth</b> is that Christ visited the American continent.</i>
Ne besojmë se shkrimet e shenjta janë <b>të vërteta</b> . <i>We believe that the scriptures are <b>true</b>.</i>	Shkrimet e shenjta e përmbajnë <b>të vërtetën</b> . <i>The scriptures contain <b>the truth</b>.</i>
Rasëll M. Nelson është profet <b>i vërtetë</b> . <i>Russell M. Nelson is a <b>true</b> prophet.</i>	Si profeti ynë sot, Rasëll M. Nelson na e mëson <b>të vërtetën</b> . <i>As our prophet today, Russell M. Nelson teaches us <b>the truth</b>.</i>

Articulated adjectives can also be made into nouns that are more abstract. This is done by adding an ending to the adjective to make it appear and behave like a noun. Below are several examples of how to do this. Remember: the article that precedes the noun must agree with the new ending in case, gender, and plurality.

Adjective	Examples of Noun Form
<i>i/e bukur</i>	Ajo është <b>e bukura</b> mbi më <b>të bukurat</b> . <i>That is <b>the beautiful one</b> (f) above <b>the</b> most <b>beautiful ones</b> (f).</i>
<i>i/e vogël</i>	<b>E vogla</b> është vetëm pesë vjeç. <i><b>The little one</b> (f) is only five years old.</i>
<i>i/e vdekur</i>	Pagëzohemi edhe për <b>të vdekurit</b> . <i>We are also baptized for <b>the dead</b> (pl).</i>
<i>i/e mirë</i>	<b>I miri</b> është ai çun i vogël. <i><b>The good one</b> (m) is that little boy.</i>
<i>i/e gjatë</i>	Ai misionar quhet " <b>i gjati</b> " për shkak të gjatësisë së tij. <i>That missionary is called "<b>the tall one</b>" (m) because of his height.</i>
<i>i ri/e re</i>	<b>Të rejat</b> e kanë klasën e tyre në katin tjetër. <i><b>The young women</b> have their class on the next floor.</i>

### Possessive Adjectives (Mbiemra Pronor)

You may have already noticed that the same rules apply for possessive adjectives (i.e., my, your, his, her, etc.). Below are a few examples to illustrate how possessive adjectives can be turned into possessive pronouns (i.e., mine, yours, his, hers, etc.). See the Appendix for Possessive Adjective tables.

Possessive Adjectives Examples	Possessive Pronouns Examples
Ai është libri <b>im</b> . <i>That is <b>my</b> book.</i>	→ Ai libër është <b>*i imi</b> . <i>That book is <b>mine</b> (masculine, singular).</i>
Lulja <b>ime</b> është në tavolinë. <i><b>My</b> flower is on the table.</i>	→ A është ajo lulja jote? Jo, <b>*e imja</b> është në tavolinë. <i>Is that your flower? No, <b>mine</b> (feminine, singular) is on the table.</i>
Qëllimi <b>ynë</b> është t'i ftojme të tjerët te Krishti. <i><b>Our</b> purpose is to invite others to Christ.</i>	→ <b>*I yni</b> është qëllimi më i madh në botë. <i><b>Ours</b> (masculine, singular) is the greatest purpose in the world.</i>
Si është gjyshja <b>juaj</b> ? <i>How is <b>your</b> grandmother?</i>	→ <b>*E juaja</b> është gjyshja më e ëmbla që jam takuar ndonjëherë. <i><b>Yours</b> (feminine, singular) is the sweetest grandmother I have ever met.</i>
S'e di ku i lë gjërat <b>e mia</b> . <i>I don't know where to leave <b>my</b> things.</i>	→ Mund t'i lësh me <b>të miat</b> . <i>You can leave them with <b>mine</b> (feminine, plural).</i>

\*Sometimes, you may see or hear the singular possessive pronouns without an article preceding them. For example, i imi → imi, e juaja → juaja, etc.

## Nouns Ending in –i or –si

Most nouns that end in an –i or –si also originate from participles or adjectives. Below are some examples of how this is done. Note that all nouns that are formed this way are feminine and identical in their singular and plural indefinite nominative forms.

Original Participle/ Adjective	Removed Letter(s)	Added Letter(s)	New Noun
përgjegjës responsible		+i	përgjegjësi responsibility
i/e bukur beautiful	-article	+i	bukuri beauty
i/e denjë worthy	-article	+si	denjësi worthiness
i/e rëndë heavy/important	-article	+si	rëndësi importance
i/e vështirë difficult	-article	+si	vështirësi difficulty
i/e lehtë light/easy	-article	+si	lehtësi lightness/easiness
i/e mirë good	-article	+si	mirësi goodness
i/e vërtetë true	-article	+si	vërtetësi truthfulness
i/e kënaqur pleased	-article, -ur	+ësi	kënaqësi pleasure
i/e mundur possible	-article, -ur	+ësi	mundësi opportunity
i/e varur dependable	-article, -ur	+ësi	varësi dependability
i/e përjetshëm/shme eternal	-article, -shëm/ shme	+ësi	përjetësi eternity

Examples:

E di që është **e mundur**  
*I know that it's **possible**.*

S'duhet të jemi **të varur** në prindërit.  
*We shouldn't be **dependent** on our parents.*

Gjërat e mira nuk bëhen **lehtë**!  
*Good things don't come **easily**!*

Faleminderit për këtë **mundësi**!  
*Thank you for this **opportunity**!*

Ne të gjithë kemi **varësi** në Perëndi.  
*We all have **dependence on God**.*

Për shak të **lehtësisë** së udhës, shumë mekatojnë.  
*Because of the **easiness** of the path, many sin.*



## Activities

### Personal

#### Writing

- A. Make the following adjectives into nouns, and give the translation for the new noun. Check your answers.

- |                 |                 |                      |                |
|-----------------|-----------------|----------------------|----------------|
| 1. i/e thjeshtë | 2. i/e vështirë | 3. i/e këndshëm/shme | 4. i/e ftohtë  |
| 5. i/e mundur   | 6. i/e lehtë    | 7. i/e bardhë        | 8. larg        |
| 9. i/e aftë     | 10. i/e shpejtë | 11. i/e pasur        | 12. i/e varfër |

#### Speaking

- B. Use each of the nouns created from the previous activity in a sentence. If possible, use more than one per sentence.

#### Writing

- C. Match the participle endings below with their proper noun ending without using the table given previously in the section. Note: Noun endings may be used more than once. Check your answers.

- |         |         |
|---------|---------|
| 1. -në  |         |
| 2. -lë  | A. -im  |
| 3. -yer | B. -rje |
| 4. -uar | C. -je  |
| 5. -ur  | E. -lje |
| 6. -rë  |         |

#### Reading

- D. Look through the current list of vocabulary words you are memorizing. (Begin a list, if you do not already have one.) Identify the adjectives that can be made into nouns, and memorize their noun forms as well.

### Companion

#### Speaking

- E. As you are walking with your companion throughout the day, practice making adjectives into nouns by taking turns saying a sentence that describes a nearby object. The first person will describe it using an adjective, and the second person will describe it using the noun form of that adjective, if possible. (Some adjectives do not translate into nouns using the patterns described in this section.) For example, one might say, "Ajo lule është e bukur," (That flower is beautiful). And the other would respond with, "Ajo lule ka bukuri," (That flower has beauty).

## Reading

- F. Have one companion slowly flip through the book *541 Albanian Verbs* until the other says to stop. The person with the book will read the participle at the top of the page that is showing. His/her companion must then provide the noun form of that participle. Then, the companion holding the book will provide a sentence using the new noun. Alternate who has the book every few turns.
- G. Read the following verses from Alma Chapter 8 with your companion. When you come across a past participle (in bold), change it into its noun form and explain how you knew which ending to give it. What new word have you created? As an extra challenge, find the participles for all other verbs in these verses and then make them into nouns as well.

14 Dhe ndodhi që ndërsa ai po udhëtonte në atë drejtim, duke **qenë** i **rënduar** me dhimbje, duke **kaluar** nëpërmjet shumë fatkeqësish dhe ankthesh të mëdha të shpirtit, për shkak të ligësisë së njerëzve që ishin në qytetin e Amonihës, ndodhi që ndërsa Alma ishte i **rënduar** me dhimbje, vini re, një engjëll i Zotit iu shfaq, duke **thënë**:

15 Qofsh i **bekuar**, ti, Alma; prandaj, ngrije kokën dhe gëzohu; pasi ti ke arsye të madhe të gëzohesh; pasi ti ke **qenë** besnik në zbatimin e urdhërimeve të Perëndisë, që nga koha që ti more njoftimin e parë prej tij. Vër re, unë jam ai që ta solli atë ty.

Describing

## Group

### Listening

- H. Throughout the week, missionaries in a district should pay close attention to when native speakers use nouns versus adjectives when describing an object, person, or event. For example, an Albanian might ask, “A ka mundësi të takohemi pak më vonë?” instead of “A është e mundur të takohemi pak më vonë?” Discuss patterns you have noticed in your next district meeting or another convenient time, and apply them to your own speaking.
- I. Occasionally, there are exceptions to the rules discussed in this section on the formation of nouns. Throughout the week, each district member should record any exceptions he/she comes across. During the next district meeting, or at another time, missionaries will gather together and discuss these exceptions. Are some exceptions similar? Can you find any new patterns?

## Pronouns (Përemra)

### Examples

**We** should study things out in our minds, using the reasoning powers our Creator has placed within **us**.

Plan **who** will take these people to church, **who** will greet them, and **who** will sit with them during meetings.

**They** draw near to me with their lips, but their hearts are far from **me**.

**We** are promised eternal life as we press forward with steadfastness in Christ.

**We** have a prophet today **who** leads and guides us.

**Ne** duhet të studiojmë gjëra në mendjet tona, duke përdorur fuqinë e arsytimit që Krijuesi ynë ka vendosur brenda **nesh**.

Planifikoni se **kush** do t'i sjellë këta njerëz në kishë, **kush** do t'i mirëpresë, dhe **kush** do të ulet me ta gjatë mbledhjeve.

**Ata** më afrohen me buzët e tyre, por zemrat e tyre janë larg prej **meje**.

**Neve** na premtohet jeta e përjetshme kur shkojmë përpara me një vendosmëri në Krisht.

**Ne** kemi sot një profet **i cili** na udhëheq dhe na udhëzon.

Describing

### Explanation

Pronouns are words that generically represent objects that are assumed to be known to the audience. Pronouns can change according to case:

- Nominative (unë)
- Accusative (mua)
- Dative (mua)
- Ablative (meje)

Or can be used to represent assumed objects in different capacities:

- Possessive (e imja)
- Demonstrative (ky)
- Interrogative (kush, cili)
- Reflexive (vet)

Specific pronouns will also be discussed:

- *tjetër*
- *disa* (advanced section)
- *sa* (advanced section)

## Nominative Pronouns – Subject (Përemra Emëror – Kryefjalë)

Pronouns that serve as the subject of a sentence are nominative. Pronouns that follow nominative prepositions fall under this category as well.

Nominative Pronouns	
unë I	ne we
ti you [sg.]	ju you [pl.]
ai/ajo he/she	ata/ato they (m/f)

Examples:

**Ju** do të doni të dini nëse jam i interesuar.  
***You** will want to know if I am interested.*

A vini me ne se **ata** nuk e flasin shqipen.  
*Will you come with us because **they** do not speak Albanian well.*

**Ne** shkojmë shpesh në shtëpinë e familjes Balillari.  
***We** go often to the home of the Balillari family.*

## Accusative Pronouns – Direct Object (Përemra Kallëzor – Kundrinë e Drejtë)

Pronouns that represent direct objects are accusative. Pronouns that follow accusative prepositions fall under this category as well.

Accusative Pronouns	
mua me	ne us
ty you (sg.)	ju you (pl.)
atë him/her	ata/ato them (m/f)

These pronouns are those being acted upon in sentences. Accusative clitics are employed in the formation of phrases including accusative pronouns.

Examples:

**Mua** më goditi guri që hodhi djali.  
*The rock that the boy threw hit **me**.*

Është e rëndësishme për **ty** të jesh i bindur.  
*It is important for **you** to be obedient.*

Çfarë do të bëjmë me **ata**?  
*What are we going to do with **them**?*

## Dative Pronouns – Indirect Object (Përemra Dhanor – Kundrinë e Zhdrejtë)

Pronouns that represent indirect objects are in dative form. There are no dative prepositions, rather often inherent in the word is the movement to, towards, or by.

Dative Pronouns	
mua (to) me	neve (to) us
ty (to) you [sg.]	juve (to) you [pl.]
atij/asaj (to) him/her	atyre (to) them

These pronouns are those to which the action is being directed. Dative clitics are employed in the formation of phrases including dative pronouns.

Examples:

A i keni thënë **asaj** që nuk do të vijmë?  
Have you told (to) **her** that we will not come?

Ua dhashë lajmin **atyre** se kisha është të dielën.  
I gave (to) **them** the announcement that church is on Sunday.

Çfarë ju mësuat **juve** misionarët e kaluar?  
What did the past missionaries teach (to) **you**?

## Ablative Pronouns – Following Prepositions (Përemra Rrjedhor – pas Parafjalëve)

Pronouns that are subject to ablative prepositions are in this category.

Ablative Pronouns	
meje (through) me	nesh (through) us
teje (through) you [sg.]	jush (through) you [pl.]
atij/asaj (through) him/her	atyre (through) them

These pronouns are those that follow prepositions governing the ablative case. These types of prepositions typically deal with time, location, and instrumentality. Remember, it is best to learn these pronouns as a part of their prepositional phrase.

Examples:

Unë jam **para teje** në rradhë.  
I am **before you** in turn.

**Rreth nesh** kemi shumë miq dhe mbështetje.  
**Around us** we have many friends and much support.

**Nëpërmjet atyre** do të dimë nëse sugjerimi pranohet.  
**Through them** we will know if the suggestion is accepted.

## Possessive Pronouns (Përemra Pronor)

Pronouns that represent the owners of specified objects are possessive pronouns.

Nominative Possessive Pronouns			
Singular		Plural	
i imi/ e imja <i>mine (m/f)</i>	i yni/ e jona <i>ours (m/f)</i>	të mitë/të miat <i>mine (m/f)</i>	tanët/tonat <i>ours (m/f)</i>
i yti/ e jotja <i>yours [sg.] (m/f)</i>	i juaji/ e juaja <i>yours [pl.] (m/f)</i>	të tutë/të tuat <i>thine (m/f)</i>	tuajt/tuajat <i>yours (m/f)</i>
i tiji/ i saji e tija/ e saja <i>his/her (m/f)</i>	i tyre e tyrja <i>theirs (m/f)</i>	të tijët*/të sajtë të tijat/të sajat <i>his/her (m/f)</i>	të tyre <i>theirs (m/f)</i>

\*Sometimes written "të tijtë"

These pronouns show who possesses an object in question.

The usage of these pronouns would be appropriate to a question such as, "whose book is this?" to which, "it is his," is an acceptable answer.

Notice that the possessive pronouns are merely possessive adjectives conjugated as nouns.

Examples:

Më pëlqen kollarja jote; **e imja** është nga Prizreni.  
*I like your tie; **mine** is from Prizreni.*

Librat që gjete janë **të tijët**.  
*The books which you found are **his**.*

Ne kemi dëshmi të forta, por mrekullohemi nga **e juaja**.  
*Our testimonies are strong, but we marvel at **yours**.*

\*Note: Possessive Pronouns used in other cases will be discussed in the Advanced Principles for mastery section.

## Demonstrative Pronouns (Përemra Dëftor)

In Albanian, the third person pronouns are used to indicate the concepts of that, this, those, and these. Pronouns that demonstrate or indicate a person or an object are demonstrative pronouns. In grammatical terms, demonstrative pronouns are that, this, those, and these (*just connect the concept of demonstrative pronouns to something that they already know*).

Demonstrative Pronouns								
Case	Singular				Plural			
	Far		Near		Far		Near	
	Masculine <i>that</i>	Feminine <i>that</i>	Masculine <i>this</i>	Feminine <i>this</i>	Masculine <i>those</i>	Feminine <i>those</i>	Masculine <i>these</i>	Feminine <i>these</i>
Nominative	ai	ajo	ky	kjo	ata	ato	këta	këto
Accusative	atë		këtë					
Dative	atij	asaj	këtij	kësaj	atyre		këtyre	
Ablative								
Genitive*	i atij	i asaj	i këtij	i kësaj	i atyre		i këtyre	

\*In this table, the article *i* is used as an example, but any article can be used, as it is determined by the noun being possessed.

Conveniently, these pronouns have a built-in mnemonic device to assist learning in English. The determiners that indicate objects farther from the speaker begin with the “a” sound as in away, and those that indicate objects nearer to the speaker begin with the “k” sound as in close. These pronouns are used generally before indefinite nouns.

Examples:

Është me anë të **kësaj** rruge që shpëtohem.  
*It is by the means of **this** road that we are saved.*

Për shkak të **atyre** motrave ne kemi shumë sukses.  
*Because of **those** sisters we have much success.*

**Ai** djali më dha besimin të vazhdoj të mësoj.  
***That** boy gave me the faith to continue to learn.*

## The Interrogative Pronoun *kush* (Përemri Pyetës *kush*)

Interrogative pronouns inquire to the identity of an unknown object. These are question pronouns.

Interrogative Pronouns	
Nominative	kush <i>who</i>
Accusative	kë <i>(upon) whom</i>
Genitive	i/e/të/së kujt <i>whose</i>
Ablative	(prej) kujt <i>(from) whom</i>
Dative	kujt <i>(to) whom</i>

These pronouns attempt to identify those who act or are acted upon.

Examples:

**Të kujt** janë fletushkat në sallën e sakramentit?  
***Whose** are the pamphlets in the sacrament hall?*

**Kush** e ka bërë atë kështu?  
***Who** has done it like this?*

Mbi **kë** duhet të vendosim përgjegjësinë e kësaj pune?  
*Upon **whom** should we place the responsibility of this work?*

Kush can be combined with a number of suffixes and prefixes to form new pronouns as illustrated below.

Interrogative Pronoun		Kush					
Nominative	kush <i>who</i>	dikush <i>someone</i>	kushdo <i>whoever</i>	askush <i>no one</i>	ndokush <i>anyone</i>	gjithkush <i>everyone</i>	çdokush <i>each one</i>
Accusative	kë <i>(for) whom</i>	dikë <i>(for) someone</i>	këdo <i>(for) whomever</i>	askë(nd) <i>(for) no one</i>	ndokë(nd) <i>(for) anyone</i>	gjithkë <i>(for) everyone</i>	çdokë <i>(for) each one</i>
G/A/D	kujt <i>whose/ to whom</i>	dikujt <i>of/to someone</i>	kujtdo <i>whosever/ of whomever</i>	askujt <i>(of/to) no one</i>	ndokujt <i>(of/to) anyone</i>	gjithkujt <i>(of/to) everyone</i>	çdokujt <i>(of/to) each one</i>

## The Interrogative Pronoun *cili* (Përemri Pyetës *cili*)

*Cili* (which) is used to distinguish between two similar objects. It is used independently or preceding an indefinite noun. Pay attention to how *cili* declines.

<i>Cili</i>				
Case	Singular		Plural	
	Masculine	Feminine	Masculine	Feminine
	<i>which</i>	<i>which</i>	<i>which</i>	<i>which</i>
Nominative	(i) cili	(e) cila	(të) cilët	(të) cilat
Accusative	(të) cilin	(të) cilën	(të) cilët	(të) cilat
*Dative	(të) cilit	(së) cilës	(të) cilëve	(të) cilave
*Ablative	(të) cilit	(së) cilës	(të) cilëve	(të) cilave
*Genitive	i/e/të/së (të) cilit	i/e/të/së (së) cilës	i/e/të/së (të) cilëve	i/e/të/së (të) cilave

Examples:

**Cilin** prej librave duhet të zgjedh?  
*Which from the books should I choose?*

**Cilës** pastruese ia dhe pagesën?  
*To which cleaning lady did you give the payment?*

I **cilëve** njerëz është ky mendim?  
*Of whose people is this thought?*

\*Note: Unlike with demonstrative, the **noun** that follows *cilit*, *cilës*, *cilëve*, or *cilave* does NOT get declined. It remains in the nominative, indefinite form, no matter what form of *cili* it follows.

Demonstrative Examples <i>The noun declines according to case</i>	<i>Cili</i> Examples <i>The noun remains nominative indefinite</i>
Unë ia dhashë librin atij <b>personi</b> . <i>I gave the book to that person.</i>	Cilit <b>person</b> ia dhe ti librin? <i>To which person did you give the book?</i>
Unë lexoj çdo ditë prej këtij <b>libri</b> . <i>I read every day from this book.</i>	Prej cilit <b>libër</b> lexon ti çdo ditë? <i>From which book do you read every day?</i>

### Cili vs. i cili

Additionally, you can add the appropriate article to any of these and it changes its function from that of an interrogative pronoun to a qualifying pronoun. So while *cili/cila* is used in questions, *i cili/e cila* is used in statements.

Another way to look at it, is if the form of *cili/cila* comes before another noun, it should be unarticulated. *Cili \_\_\_\_\_?* = Which \_\_\_\_\_? Whereas, the article makes it a standalone pronoun.

Compare the following sentences:

Examples:

Për **cilën** vajzë e ke fjalën?  
*For/about which girl are you speaking?*

E kam fjalën për vajzën, **e cila** na foli dje.  
*I'm referring to the girl which spoke to us yesterday.*

E kam fjalën për vajzën me **të cilën** folëm dje.  
*I'm referring to the girl with which/whom we spoke yesterday.*



## Forming Interrogative Pronouns (Ndërtimi i Përemrave Pyetës)

Like the word *kush*, other pronouns can be combined with prefixes and suffixes to form new pronouns.

### Pronoun Prefixes and Suffixes

Sample pronouns				
prefix/suffix		pronoun		new pronoun
gjith-		-kush-		<b>gjithkush</b>
<i>every/all</i>		<i>who/one</i>		<i>everyone</i>
se-	+	-cili-	=	<b>secili</b>
<i>each</i>		<i>which</i>		<i>each</i>

## The Pronoun *tjetër* (Përemri *tjetër*)

*Tjetër* is used to refer to “another” person, thus making it a pronoun. Unlike most pronouns, *tjetër* changes according to case, definiteness, and plurality.

Masculine				
(njëri) <i>tjetër</i> (one an)other	Singular		Plural	
	Indefinite	Definite	Indefinite	Definite
Nominative	tjetër	tjetri	të tjerë	të tjerët
Accusative	tjetër	tjetrin		
Genitive/Ablative/Dative	tjetri	tjetrit	të tjerëve	

Feminine				
(njëra) <i>tjetër</i> (one an)other	Singular		Plural	
	Indefinite	Definite	Indefinite	Definite
Nominative	tjetër	tjetra	të tjera	të tjerat
Accusative	tjetër	tjetrën		
Genitive/Ablative/Dative	tjetre	tjetrës	të tjerave	

Examples:

E kisha fjalë për **tjetrin**.  
I was talking about **the other one**.

Këtë e do? Jo, dua ta blej **tjetrën**.  
You want this one? No, I want to buy **the other**.

## Reflexive Pronouns (Përemra Vetvetor)

Reflexive pronouns take the place of the English word “self.” In English, people say, *myself*, *himself*, or *yourself* to indicate the personal nature of a situation, as opposed to just saying *me*, *him*, or *you*. In Albanian, *vete* or *vetvete* serve this purpose. However, most of the time the person (me, him, or you) is assumed by the listener. If distinction needs to be made, it is done so by adding a possessive pronoun to (vet)vete,

e.g., *vetja ime* → *myself*.

Reflexive Pronouns		
(vet)vete <i>one's self</i>	Indefinite	Definite
Nominative	(vet)vete	(vet)vetja
Accusative	(vet)vete	(vet)veten
Genitive/ Ablative/ Dative	(vet)vetes	(vet)vetes

Examples:

Forca vjen nga besimi te **vetvetja** dhe te Zoti.  
*Strength comes from faith in **one's self** and in the Lord.*

Mbaje afër **vetes**!  
*Keep it close to **yourself**!*

When used with accusative prepositions, the indefinite form is used unless modified.

Examples:

A mund ta marr me **vete**?  
*Can I take this with me? (take it with **myself**)*

A mund t'na tregosh pak **për veten tënde**?  
*Can you tell us a little **about yourself**?*

## Advanced Principles for Mastery

### The Interrogative Pronoun *sa* (Përemri Pyetës *sa*)

Interrogative Pronoun	
Nominative/Accusative	<i>sa</i>
Genitive/Ablative/Dative	<i>save</i>

Examples:

Prej **save** e keni marrë lejën e duhur?  
*From **how many** people have you received the proper permission?*

*I/e sati* is used to ask the order something falls in.

Examples:

**I sati** dole?  
***How** did you place? (**How much** did you come out?)*

**Të satën** e kanë vënë Motrën Bardhaj?  
***Where** did they rank Sister Bardhaj? (**How much** did they place Sister Bardhaj?)*

In practice, *save* isn't often used. Instead, *sa* is used when followed by a properly declined noun.

Examples:

Prej **sa** vetave e keni marrë lejën e duhur?  
*From **how many** people have you received the proper permission?*

### Possessive Pronouns (cont.)

Possessive Pronouns continue in the Accusative, Dative, Genitive, and Ablative cases.

These charts are for your benefit in creating these pronouns yourself.

Possessive Pronouns decline just like any other noun. For example, +n is added for masculine and feminine accusative pronouns. Also, +t and +s are added respectively for masculine and feminine in the A/D case.

The difference is that, in general, you must add a t-/s- at the beginning of any possessive pronoun that is non-nominative.

<b>imi/imja (m/f)</b>	singular (m/f)	plural (m/f)	<b>yni/jona (m/f)</b>	singular(m/f)	plural(m/f)
Nominative	i imi/ e imja	të mitë/të miat	Nominative	i yni/ e jona	tanët/tonat
Accusative	<b>timin/timen</b>		Accusative	<b>tonin/tonën</b>	
Ablative/Dative	<b>timit/simes</b>	të mive/të miave	Ablative/Dative	<b>tonit/sonës</b>	tonëve/tonave

<b>yti/jotja (m/f)</b>	singular (m/f)	plural (m/f)	<b>juaji/juaja</b>	singular(m/f)	plural(m/f)
Nominative	i yti/ e jotja	të tutë/të tuat	Nominative	i juaji/ e juaja	tuajt/tuajat
Accusative	<b>tëndin/ tënden</b>		Accusative	<b>tuajin/tuajën</b>	
Ablative/Dative	<b>tëndit/sates</b>	të tuve/të tuave	Ablative/Dative	<b>tuajit/suajës</b>	tuajve/tuajave

<b>i tiji/e tija (m/f)</b> <b>i saji/ e saja (m/f)</b>	singular (m/f)	plural (m/f)	<b>I tyri/e tyrja (m/f)</b>	singular(m/f)	plural(m/f)
Nominative	i tiji/e tija i saji/e saja	të tijtë/ të tijat	Nominative	i tyri/ e tyrja	të tyret
Accusative	të tijin/të tijën të sajin/ të sajën	të sajte/të sajat	Accusative	të tyrin/ të tyren	
Ablative/Dative	të tijit/së tijës të sajit/ së sajës	të tijve/ të tijave të sajve/ të sajave	Ablative/Dative	të tyrit/ së tyres	të tyreve

### Indeterminate Pronouns

The word *disa* is another pronoun that changes according to case.

Indeterminate Pronouns	
Nominative/Accusative	disa some
Genitive/Ablative/Dative	disave [to] some

Examples:

Ua dhashë **disave** prej tyre.  
*I gave it to some of them.*

Po flisnin për **disa** shokë tanë.  
*They were speaking about some of our friends.*

# Activities

## Personal

### Reading

- A. There are eight pronouns in paragraph 1 and seven pronouns in paragraph 2 (this includes possessive pronouns). Underline them and check your answers. Note: Possessive adjectives like *our* or *my* are not pronouns. Check your answers.
1. "Sometimes after stumbling, failing, or even giving up, we get discouraged and believe our light has gone out and our race is lost. But I testify that the Light of Christ cannot be extinguished. It shines in the darkest night and will relight our hearts if only we incline our hearts to Him. No matter how often or how far we fall, the Light of Christ ever burns brightly. And even in the deepest night, if we but step toward Him, His light will consume the shadows and reignite our souls." (Deiter F. Uchtdorf, "Finish with Your Torch Still Lit," *Ensign*, Oct 2015)
  2. "Blessed are the peacemakers: for they shall be called the children of God. Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven. Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake." (Matthew 5:9-11)
- B. Identify the pronouns in these Albanian sentences. There are four pronouns in paragraph 1 and seven in paragraph 2 (this includes demonstratives). Check your answers.
1. "Dhe ndodhi që ata predikuan me fuqi të madhe, kaq sa hutuan shumë prej atyre kundërshtarëve që kishin ikur nga Nefitët, kaq sa ata u afruan dhe rrëfyn mëkatet e tyre dhe u pagëzuan në pendim, dhe u kthyen menjëherë te Nefitët për t'u përpjekur të ndreqnin të këqijat që ata kishin bërë." (Helamani 5:17)
  2. "Dhe kur ju t'i merrni këto gjëra, unë do t'ju këshilloja që të pyesni Perëndinë, Atin e Amshuar, në emrin e Krishtit, në qoftë se këto gjëra nuk janë të vërteta; dhe në qoftë se ju do të kërkoni me një zemër të singërtë, me qëllim të vërtetë duke pasur besim në Krisht, ai do t'ju tregojë të vërtetën, nëpërmjet fuqisë së Frymës së Shenjtë. Dhe nëpërmjet fuqisë së Frymës së Shenjtë, ju mund të dini të vërtetën e të gjitha gjërave." (Moroni 10:4-5)

### Writing

- C. Translate these sentences into Albanian, and highlight the pronouns used. Don't forget demonstratives and interrogatives! Check your answers.
- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. That is a big dog.            | 6. He gives them the pen.            |
| 2. Who has this book?            | 7. They talked to those people.      |
| 3. I love that.                  | 8. This phone is old!                |
| 4. We sit on these chairs.       | 9. I know all these things are true. |
| 5. They are close to that store. | 10. God loves these people!          |
- D. Fill in the blanks with the correct pronoun. Check your answers.
1. Ai kurrë nuk mbaron ushqimin që porositi. Gjithmonë e merr me \_\_\_\_\_ (himself).
  2. Prej \_\_\_\_\_ (whom) i morët ato embëlsira, se duken shumë të shijshme.
  3. Ata po flasin për \_\_\_\_\_ (us) se duan t'na acarojnë.
  4. Pasi se të ecni nga dyqind metra, dyqani do të jetë para \_\_\_\_\_ (you plural).
  5. Flisni me \_\_\_\_\_ (one another) për rolin e Shpëtimtarit në jetët tuaja.

E. Translate the following sentences into Albanian. Check your answers.

1. Unë nuk pashë askënd dje në dyqan.
2. S'ka mundësi që ju mund ta bëni atë!
3. Në këtë varg, Nefi thotë diçka shumë të vlefshme për ditën tonë.
4. Kujt ia dhatë atë libër, për të cilin ju kishim treguar?
5. Emrin e së cilës vajzë e harruat?
6. Kjo është qyteza në të cilën e kalova transferimin e parë.

## Companion

### Reading

F. With your companion read the Albanian version of Helaman chapter 5, and identify the pronouns as you read. Check your answers.

### Writing

- G. Write a note to your companion in Albanian about an experience you recently had together. Use indefinite pronouns to be as unspecific as you can be. See if your companion can guess what experience you are writing about.
- H. Combine and translate the following sentences to form sentences with a pronoun. There may be multiple correct ways to phrase something. Check your answers. Then, using these sentences as a starting point, role-play with your companion. How might this grammar principle be useful in your work?
1. This Church is led by a prophet today. Christ established the Church.
  2. The Savior still lives today. The Savior gave His life for us.
  3. All prophets testify of Christ. God gave the prophets the priesthood authority.
  4. Brother Kashari is giving his son a blessing. His son is sick.
  5. I have a testimony of the gospel. The Holy Ghost gave me my testimony of the gospel.
  6. The sister will be at church on Sunday. We found the sister's scriptures.
  7. The missionaries met him on the street. He gave the missionaries his address.
  8. He is the investigator. We want to help the investigator.
  9. A home is a refuge. A home is built on gospel principles.
  10. We have the same priesthood. Christ gave His original apostles the priesthood.
  11. The man wants to learn more. We met the man at the grocery store.
  12. The Holy Ghost is testifying of the truth. You are feeling the Holy Ghost's presence.
- I. Fill in the blank with the proper choice of cili/i cili. Discuss with your companion why it should be one or the other. Check your answers.
1. Për \_\_\_\_\_ gocë e kishit fjalën?
  2. Ky është një urdhërim, \_\_\_\_\_ Zoti na e ka dhënë.
  3. Profetët, \_\_\_\_\_ Perëndia ka thirrur, udhëheqin Kishën.
  4. Njerëzit, \_\_\_\_\_ u jepni mësim, kanë nevojë për lutjat tuaja.
  5. \_\_\_\_\_ është dhurata më e madhe e Perëndisë?
  6. Gjërat për \_\_\_\_\_ po ju mësojmë mund ta ndryshojnë jetën tuaj.

## Group

### Speaking

- J. With your district, share a story from the scriptures using pronouns rather than names. See if the district can figure out whom the story is about.
- K. Ask each other questions, and then answer these questions using cili/i cili. For example: *Për cilin çun po flisni? Po flasim për çunin i cili na e dha këtë byrek.*
- L. As a district, discuss the many different types of pronouns (cili, vetja, njëri, kush, tjetër, etc.). Have each missionary study one type and teach the others what he/she has learned.

## Clitics (Trajta të Shkurtra)

### Examples

God ( <b>it to him</b> ) revealed to Adam the first principles and ordinances of the gospel.	Perëndia <b>ia</b> zbuloi Adamit parimet dhe ordinancat e para të ungjillit.
He ( <b>to them</b> ) gave His Apostles the authority to teach ( <b>it</b> ) His gospel.	Ai <b>u</b> dha Apostujve të Tij autoritetin për <b>ta</b> mësuar ungjillin e Tij.
This parable ( <b>us</b> ) teaches us that the Son of God would be killed.	Kjo shëmbëlltëyrë <b>na</b> mëson se Biri i Perëndisë do të vritej.
After reading a scripture in the Bible, Joseph ( <b>to him</b> ) prayed to God.	Pasi lexoi një shkrim në Bibël, Jozefi <b>iu</b> lut Perëndisë.
God ( <b>it</b> ) created the earth for us.	Perëndia <b>e</b> krijoi botën për ne.

### Explanation

In Albanian, clitics are another form of a pronoun that goes right before the verb. Remember, a pronoun simply takes the place of a noun. **Clitics are used to replace definite nouns that are being affected by verbs**, the clitic being placed before the verb, and the affected noun being placed after the verb.

Clitics indicate the direction of an action. Accusative clitics show the direct object or the person/object who is being acted upon. Dative clitics show the indirect object, or the person or object to whom the action is directed.

Note that there are variations on clitic rules with the imperative mood. Please refer to the section on the imperative mood for more information.

### Standard Clitic Usage (Përdorimi i Trajtave të Shkurtra)

The standard clitics include:

- Accusative clitics
- Dative clitics
- Combined clitics

Below, note how a clitic is used to represent the definite noun *topin*. Also, note how no clitic is used with the indefinite noun *top*.

Accusative Clitic Usage											
Definite Noun (with clitic)							Indefinite Noun (without clitic)				
Subject	+	Clitic	+	Verb	+	Direct Object	Subject	+	Verb	+	Direct Object
Unë <i>I</i>		<b>e</b> <i>[it]</i>		hedh <i>throw</i>		<b>topin</b> <i>the ball</i>	Unë <i>I</i>		hedh <i>throw</i>		<b>një top</b> <i>a ball</i>

Again, note how a clitic is used because the noun *djalit* is definite.

Dative Clitic Usage						
Definite Noun (with clitic)						
Subject	+	Clitic	+	Verb	+	Indirect Object
Unë <i>I</i>		<b>i</b> <i>[to it]</i>		flas <i>speak</i>		<b>djalit</b> <i>to the boy</i>

The next table shows the combination of clitics. The clitic *ia* is a combination between the accusative clitic *e* referring to *topin* (the ball) and the dative clitic *i* referring to *djalit* (to the boy). Both the direct object and the indirect object must be definite to have a clitic.

Accusative and Dative Combined Clitic Usage							
Subject	+	Clitic	+	Verb	+	Direct Object	Indirect Object
Unë <i>I</i>		<b>ia</b> <i>[it to it]</i>		hedh <i>throw</i>		<b>topin</b> <i>the ball</i>	<b>djalit</b> <i>to the boy</i>

The final example will show a combination of the subjunctive article *të* and the *ia* combined clitic.

Accusative and Dative Combined with <i>të</i> Clitic Usage										
Subject	+	Verb	+	Clitic	+	Verb	+	Direct Object	+	Indirect Object
Unë <i>I</i>		dua <i>want</i>		<b>t'ia</b> <i>[it to it]</i>		hedh <i>throw</i>		<b>topin</b> <i>the ball</i>		<b>djalit</b> <i>to the boy</i>

## Clitic Types

### Basic Clitics

Clitics are used to indicate the direct and indirect objects of the sentence. Clitics are usually placed before the verb. Below is a table showing the basic clitics, as well as the reflexive particle *u*, which is used in combining clitics.

Clitics				Reflexive Particle
Accusative		Dative		
më <i>me</i>	na <i>us</i>	më <i>to me</i>	na <i>to us</i>	u <i>was done to...</i>
të <i>you (sg)</i>	ju <i>you (pl)</i>	të <i>to you (sg)</i>	ju <i>to you (pl)</i>	
e <i>him/her/it</i>	i <i>them</i>	i <i>to him/her/it</i>	u <i>to them</i>	

Examples:

**U** foli **prindërve** të mi para një jave, gjatë Krishtlindjeve.  
*I spoke to my **parents** a week ago during Christmas.*

Ai **më** dha **mua** ca gjera për udhëtimin tim.  
*He gave **me** a few things for my journey.*

**Cilin** prej misionarëve **e** mundoi autobusi?  
***Which** of the missionaries was bothered by the bus?*

The clitic *u* represents the noun *prindërve* (dative) which is the indirect object of the verb *foli*.

The clitic *më* represents the pronoun *mua* (dative) which is the indirect object of the verb *dha*.

The clitic *e* represents the pronoun *cilin* (accusative) which is the direct object of the verb *mundoi*.



## Combined Clitics

Often two clitics are used together, indicating both an accusative object being acted upon and a dative object to whom the action is being directed. Below is a table of the combined clitics.

Combined Clitic-Singular Third Person <i>e</i>				
Accusative Clitic		Dative Clitics		Combined Clitics
<i>e</i> <i>it</i>	+	më <i>to me</i>	na <i>to us</i>	ma <i>it to me</i>
		të <i>to you (sg)</i>	ju <i>to you (pl)</i>	ta <i>it to you</i>
		i <i>to him/her/it</i>	u <i>to them</i>	ia* <i>it to him/her</i>
				na e <i>it to us</i>
				jua <i>it to you</i>
				ua <i>it to them</i>

Combined Clitic-Plural Third Person <i>i</i>				
Accusative Clitic		Dative Clitics		Combined Clitics
<i>i</i> <i>them</i>	+	më <i>to me</i>	na <i>to us</i>	m'i <i>them to me</i>
		të <i>to you (sg)</i>	ju <i>to you (pl)</i>	t'i <i>them to you</i>
		i <i>to him/her/it</i>	u <i>to them</i>	ia* <i>them to him/her</i>
				na i <i>them to us</i>
				jua <i>them to you</i>
				ua <i>them to them</i>

\*Note: When these clitics are used inside of an imperative form they become ja (it to him/her, them to him/her).

Examples:

A **i** keni thënë **asaj** që nuk do të vijmë?  
Have you told (to) **her** that we will not come?

**Ua** dhashë lajmin **atyre** se kisha është të dielën.  
I gave (to) **them the announcement** that church is on Sunday.

Çfarë **ju** mësuan **juve** misionarët e kaluar?  
What did the past missionaries teach (to) **you**?

Combined Clitic-Reflexive Particle <i>u</i>					
Dative Clitics	Reflexive Particle		Combined Clitics		Reflexive Samples
më <i>to me</i>	na <i>to us</i>	+ <i>u</i> <i>was [done] to...</i>	m'u <i>was [done] to me</i>	na u <i>was [done] to us</i>	m'u tha mua <i>It was [said] to me</i>
të <i>to you (sg)</i>	ju <i>to you (pl)</i>		t'u <i>was [done] to you</i>	ju <i>was [done] to you</i>	na u kthye neve <i>It was [returned] to us</i>
i <i>to him/her/it</i>	u <i>to them</i>		iu <i>was [done] to him/her</i>	iu <i>was [done] to them</i>	t'u dha ty <i>It was [given] to you</i>
					Ju përgjigj juve <i>It [answered] you</i>
					lu përkushtua atij <i>It was [dedicated] to him</i>
					lu afrua atyre <i>It got [closer] to them</i>

Examples:

Po **jua** japim **juve** **mësimet** e kërkuara për pagëzimin tuaj.  
*We are giving [them to] you the required lessons for your baptism.*

**la** rrëfeva **peshkopit** **mëkatin** tim gjatë përgatitjes për mision.  
*I confessed [it] to the bishop my sin in preparation for my mission.*

Përëndia **m'u** përgjigj **mua** çdo herë që kërkoja.  
*God answered me each time I asked.*

The clitic *jua* is a combination of the clitic *i* representing the direct object *mësimet* and *ju* representing the indirect object pronoun *juve*.

The clitic *ia* is a combination of the clitic *e* representing the direct object noun *mëkatin* and *i* representing the indirect object noun *peshkopit*.

*M'u* is a combination of the clitic *më* representing *mua*, and the reflexive verb *u përgjigj* meaning to answer someone.

### Subjunctive Combined Clitics

Subjunctive Article	Clitics	Combination Clitics	Sample Sentences
të	më	të më / t'më	A do të më mësosh (mua)?
	ma	të ma / t'ma	A do të ma mësosh (mua) mësimin?
	m'i	të m'i	A do të m'i mësosh (mua) mësimet?
	të	të të	A mund të të tregoj (ty)?
	ta	të ta	A mund të ta tregoj (ty) shtegun?
	t'i	të t'i	A mund të t'i tregoj (ty) shtigjet?
	e	ta	Ju duhet ta lexoni librin.
	i	t'i	Ju duhet t'i lexoni librat.
	ia	t'ia	Ju duhet t'ia lexoni librat fëmijëve.
	na	të na / t'na	Ajo do të na dhurojë (neve).
	na e	të na e / t'na e	Ajo do të na e dhurojë (neve) dhuratën.
	na i	të na i / t'na i	Ajo do të na i dhurojë (neve) dhuratat.
	ju	t'ju	Ai do t'ju zbulojë (juve).
	jua	t'jua	Ai do t'jua zbulojë (juve) zbulesën.
	u	t'u	Ne mund t'u japim (atyre).
	ua	t'ua	Ne mund t'ua japim lapsin (atyre).

Examples:

A doni **të m'i** sillni ato materialet që më ke thënë?  
*Do you want to bring to me those materials you told me about?*

Kush do **t'ua** japë lajmin vëllezërve në degën tonë?  
*Who will give [it to them] the news that their brothers cannot come?*

## When to Use Clitics

Whenever there is an indirect object present, the respective clitic must be used, even if the indirect object is not explicitly mentioned in the sentence.

Examples:

Bëji të fala kur **ta** shohësh!

*Give **(to) him** my regards when you see **him**!*  
(imperative mood)

The indirect object to *him* is assumed in the imperative clitic *bëji* and the combined clitic *ta*.

I shkrova një letër por nuk **më** ktheu përgjigjen.  
*I wrote **(to) him** a letter, but he never answered **me**.*

Both indirect objects (*to him*, *to me*) are assumed, despite a pronoun not being present.

Additionally, a clitic must always be used if the direct object or indirect object is the first or second person (I, we, you [sg.], you [pl.]). Anytime you say, "This [action] occurred to me, us, (or), you," a clitic will be used.

Examples:

A nuk **të** vjen keq?

*Do **you** not feel sorry? (Does sorrow not come **to you**?)*

Ai po **na** tregonte për hallet e tij të shumta.

*He was telling **(to) us** of his many difficulties.*

\*Note: The beauty of clitics is that there is no need to use pronouns like *mua*, *ty*, *neve*, *juve*, because they are already represented in the sentence through clitics *më*, *të*, *na*, *ju*.

Anytime a form of *të gjithë* or *të tërë* is used in the direct object, a clitic is necessary.

Examples:

Ai **i** di të gjitha.

*He **(them)** knows it all.*

Ja ku **i** ke, të gjithë shtrirë në tavolinë.

*Look, there you **(them)** have it all laid out on the table.*

If the direct object precedes the verb, a clitic is always used.

Examples:

**Amanetin** po **jua** lë se më mori lumi!

*I'm leaving **my dying will (to) you** since it's time for me to pass on.*

**Drekën** po **jua** sjell se u bë vonë

*I'm bringing **lunch to you** because it's gotten late.*

If a clitic and its respective pronoun are used, this emphasizes the object in the sentence. In such instances, the pronoun can either immediately follow the verb or precede the clitic.

Examples:

Në fund të fundit, gjithmonë do **na** kesh **ne** këtu.

*In the end, you will always **(us)** have **US** here too.*

**Mua më** tha djali të mos shkoj por unë nuk e dëgjova.

*The boy **(me)** told **ME** not to go, but I didn't listen to him.*

## When to Not Use Clitics

Remember that clitics are used if there is any definite object being acted upon by a verb. However, you will notice times when clitics are not used, even when the situation meets the criteria above.

If a third person direct object is expressed in a sentence, it's not always necessary to include a clitic.

Generally speaking, if a clitic is present even in the absence of the direct object, the identity of the said object is already known to the audience by prior context.

Examples:

Ai do **t'na** jepte Librin e Mormonit, por ne tashmë **e** kishim marrë.

*He was going to give **us** the Book of Mormon, but we had already **(it)** received **it**.*

Even though *Librin* is a definite object, a clitic is not used.

Ke thënë tamam **atë** që po mendoja dhe unë.  
*You said exactly **that** which I was thinking.*

Even though *atë* is a definite object, a clitic is not used.

## Possessive Clitic Usages

Dative clitics can denote ownership in a sense. This principle is also discussed in the *Dative* section.

Examples:

**Ma** vodhe zemrën.

*You stole **my** heart.*

**Ia** morën librat djalit.

*They took the **boy's** books.*

Notice you don't have to say *zemrën time*, or *librat e djalit*; the clitic implies that it's **my** heart that was stolen and the **boy's** books that were taken.

There is an additional possessive usage of clitics. Clitics can be placed between the clitic's referent and the subject to show a possessive relationship.

Examples:

Ata **më** morën djalin.

*They took **my** son.*

Ju lutem, a mund të **më** falni borxhet?

*Please, can you forgive **my** debts?*

# Activities

## Personal

### Reading

A. Correct the errors (bolded and starred) in the sentences below. Check your answers.

- Ungjilli **\*ne** ndihmon ta kuptojmë qëllimin e jetës dhe rëndësinë e familjes.  
*The gospel helps us understand the purpose of life and the importance of families.*
- Ne i mësojmë të tjerët dhe i ndihmojmë që **\*t'a** bëjnë besëlidhje me Perëndinë.  
*We teach others and help them to make covenants with God.*
- Libri i Mormonit dëshmon për Krishtin dhe **\*ma** mëson rreth ungjillit të tij.  
*The Book of Mormon testifies of Christ and teaches us about His gospel.*
- Ne nuk mund **\*t'i** lejojmë Agimin që të pijë duhan përsëri.  
*We cannot let Agim smoke again.*
- Ju **\*m'i** hëngrët drekën te shtëpia e vëllait Xhelaj?! Ai gatuan shumë mirë!  
*You ate lunch at Brother Xhelaj's house?! He cooks so well!*

### Writing

B. Translate the following sentences into Albanian. Check your answers.

- Who translated the Book of Mormon into Albanian?
- He was speaking to the bishop of the ward.
- You need to hear this talk! It's from President Packer.
- Can you give the area book to President Weidmann?
- We shook the hand of the prophet!

C. Translate the following sentences into English. Check your answers.

- Ndajini misionarët në tre grupe. Caktoni një prej grupeve që të bëjë pushim. (Imperative)
- Përqëndrohu për t'i ndihmuar ata që përpiqen të mësojnë. (Imperative)
- Zakonisht profetët e nxisin popullin të zhvillojnë besim.
- Engjëj iu dërguan profetit Jozef Smith.
- Pa diskutim ne duhet t'u bindemi urdhërimeve të Perëndisë.

D. Fill in the blanks with the correct use of clitics.

- Mos \_\_\_\_ (unë) shiko ashtu sikur s'more vesh.
- Jozef i ri u gjunjëzua dhe filloi \_\_\_\_ lutej Perëndisë.
- Ai është shumë i zgjuar, \_\_\_\_ di të gjitha.
- Duke qenë se s'mund të isha aty pas mbledhjes, shoku im \_\_\_\_ (unë) dha shënimet e tij.
- Pa \_\_\_\_ folur atyre, s'mund të kuptojmë nëvojat e tyre.
- Kush \_\_\_\_ (ti) ka thënë për Kishën tonë?

## Reading

- E. Read through the following selection filling in the blanks with the appropriate particle/clitic. Note: Not **all** will require the use of a clitic and some may even be left blank. Check your answers.

“Pak pas thirrjes sime si një Autoritet i Përgjithshëm i ri, pata privilegjin \_\_\_ shoqëroja Presidentin Xhejms E. Faust për riorganizimin e një kunji. Teksa \_\_\_ jepja makinës drejt detyrës sonë në Jutën e bukur Jugore, Presidenti Faust ishte aq dashamirës sa \_\_\_ përdori kohën për të \_\_\_ (unë) udhëzuar e mësuar. Një mësim që nuk do \_\_\_ harroj kurrë. Ai tha: “Anëtarët e Kishës janë të dashur me Autoritetet e Përgjithshme. Ata do të të trajtojnë me dashamirësi dhe do të thonë gjëra të këndshme për ty.” Pastaj \_\_\_ ndaloj për pak dhe tha: “Diter, ji gjithnjë falënderues për këtë, por mos të të rritet mendja.”

Ky mësim i rëndësishëm rreth shërbimit në Kishë \_\_\_ gjen zbatim për çdo mbajtës të priftërisë në çdo kuorum të Kishës. Gjen zbatim për ne të gjithë në këtë Kishë.

Kur Presidenti J. Ruben Klark \_\_\_ këshillonte ata që thirrreshin në pozicione autoriteti në Kishë, ai \_\_\_ thoshte të mos \_\_\_ harronin rregullën numër gjashtë.

Në mënyrë të pashmangshme, personi \_\_\_ pyeste: “Cila është rregulla numër gjashtë?”

“Mos e merr veten kaq seriozisht”, thoshte ai.

Patjetër, kjo \_\_\_ çonte në një pyetje vijuese: “Cilat janë pesë rregullat e tjera?”

Me sytë që i shkëlqenin, Presidenti Klark thoshte: “Nuk ka të tjera.”

Për të qenë udhëheqës të efektshëm të Kishës, ne duhet \_\_\_ nxjerrim këtë mësim vendimtar: udhëheqja në Kishë nuk ka të bëjë dhe aq me drejtimin e të tjerëve, sesa \_\_\_ ka të bëjë me gatishmërinë tonë për t’u drejtuar nga Perëndia.” (Dieter F. Uchtdorf, “Më i Madhi prej Jush,” *Liahona*, May 2017)

- F. Read through the *Liahona* and *Preach My Gospel* for a more colloquial translation. Pay attention to the use of clitics in these publications. (Note: The Book of Mormon is a great resource to read as well. However, the translation often includes all the accusative and dative pronouns in addition to their respective clitics for the sake of clarity, whereas in modern speech, such pronouns may not always be used.)

## Companion

### Listening

- G. As you go about the day’s activities listen closely to natives’ use of clitics. Do you hear any new uses? Do you hear them being used where you might not expect them or vice versa? Discuss your findings with your companion, and make note of your observations. Strive to incorporate what you learn into your own speaking.

### Reading

- H. Read Helaman 16:1–8 looking for usage of clitics. Check your answers. Make note of any new ways you learned to use clitics to express something. Retell Samuel the Lamanite’s experience to your companion paying close attention to appropriate use of clitics. Ask for feedback.
- I. Read the following passage, underlining or circling clitics. Check your answers, and discuss with your companion why clitics are being used in certain phrases and why they’re not in others.

“... Nëse u kushtojmë vëmendje të madhe atyre çasteve kur “na digje[t] zemra përbrenda” (Luka 24:32), sytë tanë mund të hapen dhe ne do ta shohim dorën e Tij në jetën tonë dhe në shërbimin tonë. Unë dëshmoj se ne arrijmë ta njohim Atë më mirë duke ecur me Të dhe duke i shërbyer Atij në punën e madhe të sjelljes së shpëtimit të fëmijët e Perëndisë. “Pasi, si do ta njohë një njeri zotëruesin, të cilit nuk i ka shërbyer dhe që është i huaj për të, dhe është larg nga mendimet dhe qëllimet e zemrës së tij?” (Mosia 5:13.) Jezu Krishti është Mësuesi ynë. Kjo është Kisha e Tij. Është priftëria e Tij ajo që ne mbajmë. Zgjedhtë secili prej nesh të ecë me Të dhe ta dallojë se si Ai ecën me ne!” (Henry B. Eyring, “Ec me Mua,” *Liahona*, May 2017)

## Writing

J. Below are a few examples of clitics being used to convey a sense of ownership. Try making a few sentences on your own, and ask a companion or a native to review them for you.

1. Ai ma vodhi karrigën.  
*He stole my chair.*
2. Na morën numrin.  
*They got our number.*
3. A ta mbushi shpirtin me gëzim të madh?  
*Was your heart filled with joy?*
4. Zoti m'iu përgjigj lutjeve.  
*The Lord answered my prayers.*

## Group

### Speaking

- K. Discuss with your district appropriate uses of clitics. When are they necessary and when are they not? When can direct and indirect objects be dropped from a sentence?
- L. During your next district meeting, share a spiritual experience from the past week. Ask the district to pay particular attention to your use of clitics and to offer you feedback.
- M. Start compiling a list of verbs that require clitics. (See verbs from “Nouns: Dative Case.”) Discuss with your district the verbs you’ve found, and teach other new ones that you may have found.

Examples:

Ne **u** shërbejmë **njerëzve**.  
*We serve **people**.*

Duhet **t'ia** mbathim!  
*We should **flee**!*

# Numbers (Numra)

## Examples

Adam was the <b>first</b> prophet.	Adami ishte profeti i <b>parë</b> .
These <b>two</b> must be inseparable.	Këto <b>të dyja</b> duhet të jenë të pandashme.
A few <b>hundred</b> years before the birth of Jesus Christ, people again fell into apostasy.	Disa <b>qindra</b> vjet para lindjes së Jezu Krishtit, njerëz përsëri ranë në braktisje.
The conference is from <b>four</b> to <b>five</b> o'clock.	Konferenca është nga ora <b>katër</b> deri në orën <b>pesë</b> .
The law of <b>tithing</b> gives us the opportunity to help build God's kingdom.	Ligji i <b>së Dhjetës</b> na jep mundësinë të ndihmojmë në ndërtimin e mbretërisë së Perëndisë.

## Explanation

This section will explain how to talk about numbers in Albanian.

## Cardinal Numbers (1–99)

Albanian numbers are simpler than English. For example, 50 is pesëdhjetë, which literally means five tens: pesë (five) and dhjetë (ten).

1	një	11	njëmbëdhjetë	30	tridhjetë
2	dy	12	dymbëdhjetë	40	dyzet*
3	tre/tri	13	trembëdhjetë	50	pesëdhjetë
4	katër	14	katërbëdhjetë	60	gjashtëdhjetë
5	pesë	15	pesëmbëdhjetë	70	shtatëdhjetë
6	gjashtë	16	gjashtëmbëdhjetë	80	tetëdhjetë
7	shtatë	17	shtatëmbëdhjetë	90	nëntëdhjetë
8	tetë	18	tetëmbëdhjetë	99	nëntëdhjetë e nëntë**
9	nëntë	19	nëntëmbëdhjetë		
10	dhjetë	20	njëzet*		

Notice how “teen” numbers have a pattern of mbë (on) -dhjetë (ten). Meaning, 11–19 are one on ten, two on ten, etc.

\*Numbers 20 and 40 are irregular. Zet denotes 20. Njëzet is one twenty, and dyzet is two twenties.

\*\*The “e” between numbers is a shortened form for “dhe.”



## Cardinal Numbers (100+)

Albanian numbers are organized the same way as English numbers. Everything is in the same order, you simply need to learn the words.

Cardinal Numbers (100+)					
100	njëqind	1000	njëmijë	10.000	dhjetëmijë
101	njëqind e një	1001	njëmijë e një	100.000	njëqind mijë
117	njëqind e shtatëmbëdhjetë	1012	njëmijë e dymbëdhjetë	1.000.000	njëmilion
184	njëqind e tetëdhjetë e katër	1068	njëmijë e gjashtëdhjetë e tetë	10.000.000	dhjetëmilion
200	dyqind	1234	njëmijë e dyqind e tridhjetë e katër	100.000.000	njëqind milion
300	treqind	2000	dymijë	1.000.000.000	njëmiliard
400	katërqind	3000	tremijë	1.000.000.000.000	njëbiliard
500	pesëqind	4000	katërmijë		
600	gjashtëqind	5000	pesëmijë		
700	shtatëqind	6000	gjashtëmijë		

Just as English has hundred, thousand, million, billion, and trillion, Albanian has qind, mijë, milion, miliard, and biliard respectively.

## Ordinal Numbers (1st, 2nd, etc.)

Ordinal numbers are used to define something's position in an order. There are three forms of Ordinal numbers: adjective, adverb, and noun.

Ordinal Numbers			
#	Adjective	Adverb	Noun
first	i/e parë	së pari	i pari / e para
second	i/e dytë	së dyti	i dyti / e dyta
third	i/e tretë	së treti	i treti / e treta
fourth	i/e katërtë	së katërti	i katërti / e katërta
fifth	i/e pestë	së pesti	i pesti / e pesta
sixth	i/e gjashtë	së gjashti	i gjashti / e gjashta
seventh	i/e shtatë	së shtati	i shtati / e shtata
eighth	i/e tetë	së teti	i teti / e teta
ninth	i/e nëntë	së nënti	i nënti / e nënta
tenth	i/e dhjetë	së dhjeti	i dhjeti / e dhjeta

### Adjective Form (Forma e Mbiemrit)

Just as in English we have a basic rule of adding *-th* to the end of a number to make it ordinal, Albanian has the same basic rule. In Albanian you add *-të* to the end of the word. For example, *pesë* becomes *i/e pestë*

*Note: Gjashtë* doesn't change because it already has *-të* at the end.

Examples:

E mora librin **e parë**.  
*I received the **first** book.*

Ishte hera **e pestë** që e mësuam.  
*It was the **fifth** time that we taught him.*

### Adverb Form (Forma Ndajfoljeje)

Change the article to a "së" and make the number masculine.

Examples:

Por **së pari**, duhet të lutemi.  
*But **first (firstly)**, we need to pray.*

**Së treti**, duhet të pagëzoheni.  
***Thirdly**, you must be baptized.*

### Noun Form (Forma e Emrit)

Numbers can become nouns when coupled with a "to be" verb: *jam i katërti*, I am "the fourth one." As a noun, the number can be declined into a masculine or feminine form, singular or plural.

In addition, this same noun form is used when referring to fractions. Just add *një* before: *një e dhjeta* (one tenth), *një e pesta* (one fifth).

Examples:

Ne jemi **të gjashtë**.  
*We are **the sixth** (ones).*

Ajo ishte **e para** të futej në ujë.  
*She was **the first one** to go in the water.*

Një **e treta** të fëmijëve të Perëndise ndoqën Luciferin.  
*One third of God's children followed Lucifer.*

2/8 = dy **të tetat**  
*Two **eighths***

Unë do të marr një **të dytën**.  
*I will take **the half**.*

Të kam thënë **njëqind herë** mos e bëj një gjë të tillë.  
*I have told you **a hundred times**, don't do a thing like that.*

## Money (Para)

The National currency of Albania is Lek. They speak about Lek in two different ways: *të vjetër* (meaning the old) and in *të rinj* (the new). The only difference between these two is that *të vjetër* is one digit larger than *të rinj*.

When conversing, *të vjetër* is most common. When speaking about large amounts of money or when shopping in more developed stores, *të rinj* is used.

Albanian Currency		
English	Të Rinj	Të Vjetër
one hundred (100) Lek (closer to \$1)	njëqind (100) lek	njëmijë (1.000) lek
two thousand (2.000) Lek (closer to \$20)	dymijë (2.000) lek	njëzet mijë (20.000) lek

Although signs and price tags are almost always in *të rinj*, day-to-day conversation and small price amounts will traditionally be in *të vjetër*.

Note: When speaking about change (meaning coins), you can say *të holla* (thins) or *të vogla* (small).s).

Examples:

Në dyqan e pashë çmimin që thoshte: Kostum Italian, **dhjetëmijë** lek të rinj.  
*In the store I saw the price tag that said: Italian Suit, **ten thousand** lek. (closer to \$100)*

Çmimi i plotë të frutave dhe të perimeve kushtuan **dhjetëmijë** lek të vjetër.  
*The total price of the fruits and vegetables cost **ten thousand** lek. (closer to \$10)*

Më fal, s'kam **të holla**!  
*I'm sorry, I don't have **change**!*

## Basic Math (Matematikë Bazore)

Basic Math Functions	
Addition	Mbledhje (gathering)
+	Plus/Dhe
Subtraction	Zbritje (lowering)
-	Minus/ Heqim
Multiplication	Shumëzim (increasing)
x	Herë
Division	Pjesëtim ('piece'-ing)
÷	Pjesëtuar me/ Pjesëtim
=	Bëjnë (addition and multiplication) Mbeten (Subtraction and Division)/Baras (shenja e barazimit)
Remainder	Mbetje
Fraction	Thyesë
Figure / Digit	Shifër
Negative	Negativ
Percent (%)	Përqind
Percentage	Përqindje

Examples:

Pesë **dhe** shtatë **baras** dymbëdhjetë.  
*Five **plus** seven **equals** twelve.*

Tetë **herë** tetë **bëjnë** gjashtëdhjetë e katër.  
*Eight **times** eight **makes** sixty four.*

Katër **minus** dy **mbeten** dy.  
*Four **minus** two **remains** two.*

Dhjetë **pjesëtuar me** dy **mbeten** pesë.  
*Ten **divided by** two **equals** five.*

## Activities

### Personal

#### Writing

- A. Translate the following cardinal numbers to Albanian. Note: Albanians use periods where we would traditionally use commas. Check your answers.

1. 25	6. 153	11. 349
2. 79	7. 760.024	12. 56.223.130
3. 13	8. 24.151.289	13. 716.543.421
4. 11	9. 3.121	14. 13.073
5. 48	10. 4.591.923.200	15. 109

- B. Translate the following Albanian numbers. Check your answers.
- Njëqind e tridhjetë e tre
  - Tetëdhjetë e tre milion e katërqind e tetë mijë e katërqind e pesë
  - Shtatëdhjetë e pesë
  - Nëntëqind e tetëdhjetë e tetë milion e njëqind e tridhjetë e nëntë mijë e dyzetë e katër
  - Katërqind e pesëdhjetë e tre milion e treqind e shtatëdhjetë e gjashtë mijë e tetëqind e tetëdhjetë e pesë
  - Dyzetë e tetë mijë
  - Njëmijë e gjashtëqind e tridhjetë e tre
  - Tetëqind e pesëdhjetë e pesë
  - Njëzetë e nëntë
  - Gjashtëdhjetë e tre miliard e pesëqind e gjashtëdhjetë e shtatë milion e treqind e dyzetë e pesë e pesëqind e tetëdhjetë e shtatë

- C. On a separate piece of paper, solve these math equations, and write them in Albanian. Check your answers.

1. $1 + 2 =$	6. $400 - 281 =$	11. $9 \times 9 =$
2. $90 - 30 =$	7. $10 \times 78 =$	12. $400/4 =$
3. $4 \times 6 =$	8. $3000/100 =$	13. $901 + 898 =$
4. $9/3 =$	9. $1.986.142 + 9.112.345 =$	14. $223 - 394 =$
5. $198 + 402 =$	10. $349 - 590 =$	15. $8 \times 6 =$

- D. On a separate sheet of paper, translate the following Albanian math equations into English. Check your answers.

1. pesëqind e gjashtëdhjetë e një plus katërqind e tre bëjnë/baras nëntëqind e gjashtëdhjetë e katër	6. njëzet e gjashtë minus/heqim gjashtë mbeten/baras njëzet
2. njëqind e tetë minus/heqim gjashtëqind e pesëdhjetë mbeten/baras minus pesëqind e dyzet e dy	7. shtatëdhjetë e shtatë plus dymbëdhjetë bëjnë/baras tetëdhjetë e nëntë
3. njëmbëdhjetë herë tetë bëjnë/baras tetëdhjetë e tetë	8. gjashtëdhjetë e katër pjesëtim me tetë bëjnë/baras tetë
4. dyzet e dy pjesëtim gjashtë bëjnë/baras shtatë	9. njëzet e pesë herë pesë bëjnë/baras njëqind e njëzet e pesë
5. nëntëdhjetë e gjashtë plus dyzet e tre bëjnë/baras njëqind e tridhjetë e nëntë	10. gjashtëdhjetë e katër minus/heqim tridhjetë e tre mbeten/baras tridhjetë e një

- E. Translate the following phrases/sentences into Albanian. Check your answers.

1. Third level of heaven	4. Six people	7. Three girls
2. Eight months	5. On page ten	8. Hymn number twenty-three
3. Three men	6. Two things	9. Four sheets of paper
10. Will the three of them (female) be coming?		
11. Both of them (female) have had great success in their missions.		
12. Both of the elders forgot their planners at home.		

## Companion

### Writing

- F. With your companion, practice writing basic math equations in Albanian, and help each other solve them.
- G. Translate the following sentences into Albanian using actual information from your mission.
1. We have \_\_\_ investigators.
  2. Today, my companion and I want to teach \_\_\_ lessons.
  3. This week, we want to receive \_\_\_ contacts in our area.
  4. I hope we can find \_\_\_ new investigators this week.
  5. Last transfer, our district had \_\_\_ baptisms.
  6. I have been on my mission for \_\_\_ months.

## Group

### Speaking

- H. During a district meeting play the game “Boom.” “Boom” starts with everyone getting in a circle and someone picks a number. For example, four. Then while your group is taking turns counting one at a time, anyone that has a number with four says boom and also any multiple of four. (For example, one, two, three, boom, five, six, seven, boom, nine, ten, eleven, boom, thirteen, boom, fifteen, boom, seventeen, etc.) Try doing so with both cardinal and ordinal numbers (i.e., Një, dy tre . . . or E para, e dyta, e treta . . .).

### Writing

- I. Prepare to give a report in your mission language to a district leader or ward mission leader about how the work is progressing in your area. Try to use different kinds of numbers in your report (i.e., regular numbers, percentages, half, ordinals, multiples, etc.). Try to use as many different kinds of numbers as possible while still making them applicable and useful. Here are a few items you may discuss in your report: how many investigators you have (or other key indicators), what percentage of them are progressing or coming to church, how long you’ve been in your area, what percentage of the ward you know. Ask your district leader for feedback on your numbers, as well as what more he feels you can do to help the work in your area progress.

### Speaking

- J. During district meeting, report your weekly numbers in Albanian. Throughout the meeting, anytime numbers are being used or discussed, strive to do so in Albanian.

# Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

## Asking About and Describing Objects, People, and Their Characteristics

- Standard Adjectives
- Comparative Degrees
- Formation of Nouns
- Pronouns
- Clitics
- Numbers

## Activities

### Personal

#### Speaking

- A. Open to the last page of lesson 1 in *Preach My Gospel* and read through some of the key definitions. Look at some of the terms you find difficult to explain and practice giving a description out loud using adjectives, comparisons, and pronouns. Write your descriptions in your notebook.
- B. Practice telling faith-promoting stories by being very specific in your descriptions. Tell the date, year, time, etc. Use as many adjectives to describe the people, places and situations as you can.

#### Listening

- C. Ask a native speaker to compare two different areas of Albania. Talk about the people, their accents, the food, and lifestyle differences. Write down the main differences between the two areas in your notebook.
- D. At church, listen to how people compare their lives without the gospel with life within the gospel. Record what they said so that you can understand the simple ways that the gospel enhances everyday life. Use what they say to explain to investigators the importance of the gospel in our lives.

#### Reading

- E. In a dictionary, find a verb that you use daily. On the page, explore the words surrounding the verb you've chosen, to discover patterns of how the verb can be changed into a noun, adverb, or adjective. This will help you learn new words from the words you currently know.  
**For example:** *besoj* = I believe, *besim* = faith, *besë* = pledge, *besuar* = trustful, *besueshme* = credible, *besueshmëri* = credibility, *besnik* = loyal, *besnikëri* = loyalty, *besnikërisht* = loyally, *besimtar* = believer, *besëlidhje* = covenant, *vetë* = self, *vetëbesim* = self-confidence, *besëthyes* = traitor, *besimplotë* = faithful
- F. Read JSH 1:16-17 about Joseph Smith's first vision in Albanian. As you read make note of the various uses of the grammar principles from this review. Then relate this story to your companion as one of your current investigators. Help him/her apply the story of Joseph Smith into their own lives. Ask for feedback on your use of these grammar principles.

## Writing

- G. Using the list of dative verbs, practice creating sentences with dative pronouns and clitics. To work on nominative, accusative, and ablative pronouns, make a list of 3 columns and list all the prepositions you can think of in their associated case column. Then, choose a few nouns that you will use in your next lesson and juxtapose them next to each of the prepositions. Do the same thing with all the “This/That” demonstratives, and finally with all the pronouns.
- H. Describe the temple by comparing and contrasting the temple with objects in the scriptures. Read the following verses in your Albanian scriptures and then, in Albanian, write down a comparison about the temple in your own words.
1. 1 Corinthians 3:16
  2. Doctrine and Covenants 93:35
  3. Mosiah 2:37
  4. Alma 7:21
- I. On a separate sheet of paper, translate the following sentences into Albanian. Check your answers. This activity assumes you understand adjectives and articles.
1. Sincere faith is very important.
  2. That is a good question.
  3. I know that the Church is true.
  4. The faithful bishop, who is the leader of the ward, lives near here.
  5. Repentance is the second fundamental principle of the gospel.
  6. I am a full-time missionary.
  7. My family is more united because of the restored gospel.
  8. The celestial kingdom is higher than the terrestrial kingdom.
  9. You need to ask with a sincere heart and with real intent.

## Companion

### Speaking

- J. Read 3 Nephi 13:24. What does it mean to serve two masters? Use this scripture to come up with an analogy with your companion to illustrate what it means to serve God with all of your “heart, might, mind, and strength.” Use a combination of adjectives, comparisons, and intensifiers to talk about ways to become a more consecrated missionary.
- K. With your companion, talk about the characteristics of someone who is genuinely interested in your message. Contrast that example with someone who listens to your message because they want to be nice to you or they are afraid of offending you. Taking turns with your companion, let your companion take the role of an investigator who is either interested or disinterested, and ask your companion questions to find out what type of investigator they are. Discuss how you can help your current investigators who may be less-interested in the gospel become more invested in your message.
- L. Sharing personal experiences and stories can be very powerful in lessons with investigators. They will help you to relate to your investigators and show that you are not all that different from them, as well as provide a comforting example of faith for your investigators to follow. The experiences don’t even need to be your own; stories from your family or family history can have a powerful effect as well. Practice relating to your investigators with your companion by having your companion pretend to be an investigator who has recently related an experience to you. Share a similar experience or thought from your own life. Then switch places with your companion and give him/her a turn to practice relating to investigators.

For example: “Your experience is very similar to something that happened to my great-grandfather when he . . .”



## Listening

- M. As a companionship, pick several principles that are difficult for people with a Muslim background to understand. For example: God, Jesus Christ, faith, grace, Christ's Atonement, or prophets. Assign two missionaries to describe each principle using adjectives and comparisons. Listen to the descriptions used by other missionaries, and write down the ones you would like to use in the future. Once you have a good list of descriptive words, practice teaching using the words listed.
- N. Ask a few members how their lives have changed since they joined the Church. Listen as they compare their former life to their current life, and pay special attention to what words they use to compare and contrast. Also note their use of clitics. After they are finished, summarize what they just told you by using similar comparison words to the ones that they used. Then, ask them about somebody they know that could benefit from those changes that they just described. Promise to contact the referral as soon as possible and make sure that you do so. Invite the member to share those same changes with their chosen friend that they described to you and your companion. This can also be a good question to ask your investigators to help them see the fruits of the gospel.

## Reading

- O. With your companion, read "A Brief Explanation about the Book of Mormon" in the preface to the Book of Mormon. Use adjectives, intensifiers, and comparisons to describe the Book of Mormon to your companion. What was Mormon's role with the scriptures? What was Moroni's role with the scriptures? Discuss your answers with your companion.

## Writing

- P. On a separate sheet of paper, translate the following sentences into Albanian. Check your answers. This activity assumes you understand clitics. Read them outloud to your companion to check on pronunciation.
  1. I have received the testimony of Jesus Christ.
  2. God loves the people of Albania.
  3. When we sincerely repent, God forgives us.
  4. We are talking to people about the prophets.
  5. We will start the activity at 8:00.
  6. The Lord has blessed me and I know that he will bless you, both temporally and spiritually.
  7. God knows His children.
  8. Parents should teach their children the gospel.
  9. Will you invite your friend to the activity on Friday?

## Group

### Speaking

- Q. Share your favorite scripture with your district. Using the principles in this section, explain a little bit about why it is your favorite, and describe how it relates to your life.
- R. Scenario: You and your companion have been teaching a Muslim family who has been asking to see a picture of your family. In today's lesson, you decided to bring a picture to show them. As you are sitting down with them, you pull out the picture and introduce your family and describe each person in the picture. With another companionship, have three of the missionaries take the role of the investigator family and have the fourth person be the missionary. Using the grammar principles from this lesson, have the missionary practice describing and comparing their family to the rest of the investigators. Have the investigators ask questions about the family of the missionary. Once you are finished, switch roles and re-do the scenario.

### Listening

- S. The Savior often taught in parables or comparisons. To follow His example, give each companionship a few nouns and have them come up with a parable or analogy to help teach a principle of the gospel. Once the preparation is over, have companionships practice teaching the group. As you listen to each companionship teach, write down the comparison and any adjectives used to describe the parable.



# Asking About and Describing Actions and Events

## Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- I **read** the Bible verses that **were translated** by Joseph Smith for further insight. (Active and Passive Voice)
- After Lehi had **eaten** of the tree's fruit, he wanted his family to also eat. (Participles)
- When we **keep** the commandments, we **will receive** blessings. (Present and Future Tense)
- **May we see** each other again soon. (Moods)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

### Doctrines from the Lessons

- "Heavenly Father Reveals His Gospel in Every Dispensation" (What is the pattern of gospel dispensations? What was revealed in them?)
- "Pray to Know the Truth through the Holy Ghost" (What do we do to learn truth?)
- "Our Life on Earth" (What are we supposed to do during this life?)
- "The Atonement" (What does the Atonement do for us? What do we do to apply it in our lives?)
- "Faith in Jesus Christ" (How have you shown your faith?)
- "Repentance" (What does it mean to repent? How can we know if we are forgiven?)
- "Baptism, Our First Covenant" (What happens during baptism? How will baptism prepare us to take the sacrament?)
- "The Gift of the Holy Ghost" (What does the Holy Ghost do for us?)
- "Endure to the End" (What do we do to endure to the end?)
- "Service" (What can we do to serve others? What service will you offer this week?)
- "Teaching and Learning in the Church" (What does the Church do for us?)

### Tasks from *Missionary Vocabulary and Phrases Book*

- "Conduct a Meeting" (What will happen during the meeting?)
- "Explain Priesthood Ordinances" (What do we do with the priesthood?)
- "Extend Commitment Invitations" (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- "Help People Resolve Their Concerns" (What is keeping them from gaining a testimony? What have we taught that they do not fully understand?)

- “Perform Priesthood Ordinances” (What things do I say and do during an ordinance?)
- “Plan Daily and Weekly Activities” (What will you do this week?)
- “Talk with Everyone” (What do they do for work/fun?)
- “Teach Others How to Pray” (What do we do when we pray? What blessings has God given you?)
- “Use the Scriptures” (How can someone apply the scripture in his or her life?)

# Active and Non-Active Verbs (Folje Veprorë e Joveprorë)

## Examples

Happy families <b>are founded</b> upon the teachings of Christ.	Familjet e lumtura <b>ndërtohen</b> mbi mësimet e Krishtit.
Eternal marriage between a man and a woman <b>is ordained</b> of God.	Martesa e përjetshme ndërmjet burrit dhe gruas <b>shugurohet</b> nga Perëndia.
The Church <b>was organized</b> to perfect its members.	Kisha <b>u organizua</b> për t'i përsosur anëtarët e saj.
We need to <b>protect</b> our families.	Duhet t'i <b>mbrojmë</b> familjet tona.
God <b>established</b> families to <b>bring</b> happiness to His children.	Perëndia <b>krijoi</b> familje për tu <b>sjellë</b> lumturi fëmijëve të Tij.

## Explanation

Words that describe an action or a state of being performed or experienced are verbs. Albanian verbs conjugate\* according to person, tense, voice, and mood. Additionally, Albanian verbs usually have an active and non-active form. The difference between active and non-active verbs will be discussed below.

## Active Verbs (Folje Veprorë)

Active voice is when the subject itself does the acting. Active verbs have a distinct form of verb endings.

It is simple to distinguish active verbs from passive verbs based on their endings; this will be discussed in the passive/reflexive section. Additionally, there are transitive verbs and intransitive verbs.

\*Extra note: Transitive verbs take direct and indirect objects, whereas intransitive verbs do not. In spoken Albanian there's no difference between transitive and intransitive verbs. However, if you find yourself serving in a region where the Gheg dialect is prevalent, this will affect how you form the perfect tenses.

Consider the soccer example. Anja and her friend Ersi are playing soccer. They will serve as actors to assist comprehension of the active voice.

Examples:

Ersi e **gjuan** topin.  
*Ersi **kicks** the ball.*

Anja **vrapon** drejt topit.  
*Anja **runs** towards the ball.*

Both examples are active because the subjects (Ersi and Anja) are doing the actions.

Some active verbs act upon nouns, called objects, whereas other active verbs have no object.

Examples: Agimi **përgatiti** një mësim për shkollën e së dielës.  
(objects are underlined) *Agim **prepared** a lesson for Sunday School.*

Drita e Afërdita **do të hanë** pastiçe për darkë sonte.  
*Drita and Afërdita **will eat** baked pasta for dinner tonight.*

Examples: Vëllai Veliu **erdhi** për ta pastruar kishën.  
(no object present) *Brother Veliu **came** to clean the church*

Peshkopi **dëshmoi** me fuqi gjatë bisedës.  
*The Bishop **testified** with power during the talk.*

Any verb that doesn't end with the passive/reflexive ending, e.g., *-hem*, *-heshin*, etc. is an active verb.

## Non-Active Verbs (Folje Joveprore)

Non-active voice is used when the subject is receiving the action they are making. No object is affected.

All non-active verbs have the same ending, *-(h)et* (or a similar form).

An *-et* is added when the stem ends in a consonant and *-het* is added when the stem ends in a vowel.

Non-Active Consonant Stems (-et)		Non-Active Vowel Stems (-het)	
hapet	hidhem	pendohem	përfshihemi
<i>it is opened</i>	<i>I jump (am thrown)</i>	<i>I repent</i>	<i>we are included</i>
zgjatem	shkëputemi	pastrohët	dorëzohen
<i>I get extended</i>	<i>we separate</i>	<i>it is cleaned</i>	<i>they surrender</i>
digjesh	çmendën	hidhëroheshim	trajtoheshe
<i>you (sg.) get burned</i>	<i>they go crazy</i>	<i>we used to get sad</i>	<i>you (sg.) were treated</i>

### Different Types of Non-Active Verbs

Non-active voice is made up of the passive, reflexive, and middle voices. In Albanian, these all behave the same. The information below is to help you understand the distinction between *passive/reflexive/middle* verbs.

To illustrate this we will consider the soccer example. Anja and her friend Ersi are playing soccer. They will serve as actors to assist comprehension of the non-active voice.

### Non-Active - Passive Verbs (Joveprore - Folje Pësore)

Passive voice is used when the verb's subject is not the actor yet experiences the action.

**Passive Sample:** Topi po i **pasohet** Ersit nga Anja.  
*The ball **is being passed** from Anja to Ersi.*

Contrast this with an active voice.

**Active Sample:** Anja ia **pason** topin Ersit.  
*Anja **passes** the ball to Ersi.*

### Non-Active - Reflexive Verbs (Joveprore - Folje Vetvetore)

Reflexive voice is used when the subject **both** performs and experiences the act performed.

**Reflexive Sample:** Ersi e Anja **takohen** në shkollë.  
*Ersi and Anja **meet** at school.*

Contrast this with an active voice.

**Active Sample:** Ersi e Anja e **takojnë** Gjonin në shkollë.  
*Ersi and Anja **meet** Gjoni at school.*

In the reflexive sample, even though “to meet” is an active English verb, it is reflexive in Albanian and could be expressed as “to be met” because the subjects Ersi and Anja are simultaneously performing and experiencing the act of meeting.

Rule of Thumb: In English, when you use “get” or “got,” this is reflexive voice (i.e., get wet, get married, got hurt).

**Reflexive Examples:** Në mëngjes ne **vishemi** sa më shpejt që të kemi mundesi.  
*In the morning we **get dressed** as fast as it is possible.*

A e dëgjove lajmin për familjen Xheladini? Ata **u vulosën** në tempull!  
*Did you hear the news about the Xheladini family? They **got sealed** in the temple!*

### Non-Active - Middle Voice

There are verbs that in English are active but in Albanian are non-active. Middle voice is used when a verb has a non-active form while the subject is the actor.

**Middle Sample:** Anja **përpiqet** të kap topin.  
*Anja **tries** to get the ball.*

The middle voice sample shows Anja as the actor but the verb *përpiqet* (tries) in Albanian has the -et non-active ending. The concept may be better expressed saying, “Anja gets tried.”

**Middle Examples:** Nesër do të **kthehem** t’i mësojmë ata.  
*Tomorrow we will **return** to teach them.*

**Gëzohem** shumë të dëgjoj që keni sukses.  
*I **rejoice** greatly to hear that you have success.*

Remember while passive, reflexive, and middle voices all have slightly different grammatical meanings attached to them, they are still treated the same when conjugated. **They all conjugate with the same endings.** If you find this section confusing, feel free to ignore it and simply remember that all non-active verb forms have the -em/hem endings.

## Non-Active Conjugations (Zjedhime Joveprore)

Below will be discussed the majority of non-active verb conjugations for verbs. The main part of a verb is called the stem. A whole verb consists of the stem and the ending. Non-active verbs are typically formed by taking the stem of active verb and adding non-active endings.

Non-Active Verb Structure Sample			
Active Verb	Stem	Non-active Ending	Non-Active Verb
besoj I believe →	beso believe →	-hem I get/am →	besohem I get/am believed
Most verbs have an active form.	This part of the word indicates that the verb has to do with the act of “believing.”	This new ending indicates that I will receive the action of the preceding verb.	The entire new verb indicates that the subject I is presently being believed.



Active → Non-Active Conjugation Examples					
hidh <i>I throw</i>	→	hidhem <i>I jump (get thrown)</i>	përfshijmë <i>We include</i>	→	përfshihemi <i>we are included</i>
shkëput <i>He separates</i>	→	shkëputet <i>he gets separated</i>	dorëzojnë <i>they hand in</i>	→	dorëzohen <i>they surrender (get handed in)</i>
djeg <i>you burn (something)</i>	→	digjesh <i>you (sg.) get burned</i>	trajtoje <i>you (sg.) treated</i>	→	trajtoheshe <i>you (sg.) were treated</i>

### Active vs. Non-Active Samples

Consonant Based Non-Active Verb Endings Sample – nis “I begin” vs. nisem, “I embark”					
Active					
Present		Simple Past		Imperfect Past	
nis <i>I begin</i>	nisim <i>we...</i>	nisa <i>I began</i>	nisëm	nisja <i>I used to begin</i>	nisnim
nis <i>you (sg)...</i>	nisni <i>you (pl)...</i>	nise	nisët	nisje	nisnit
nis <i>it...</i>	nisin <i>they...</i>	nisi	nisën	niste	nisnin
Non-Active					
nisem <i>I embark</i>	nisemi <i>we...</i>	u nisa <i>I embarked</i>	u nisëm	nisesha <i>I used to embark</i>	niseshim
nishes <i>you (sg)...</i>	niseni <i>you (pl)...</i>	u nise	u nisët	niseshe	niseshit
niset <i>it...</i>	nisen <i>they...</i>	u nis	u nisën	nisej	niseshin

Examples:

Kujt do t'i **përgjigjemi** për punën që bëmë dje?  
To whom will we **answer** for the work we did yesterday?

Duhet të **rritesh** pak më shumë para se të shërbesh një mision, Henri.  
You have to **grow** a little bit more before you serve a mission, Henry.

Ai **lutet** çdo ditë.  
He **prays** every day.

Vowel Based Non-Active Verb Endings Sample – mësoj “I teach” vs. mësohem “I am used to (something)”					
Active					
Present		Simple Past		Imperfect Past	
mësoj <i>I learn</i>	mësojmë <i>we...</i>	mësova <i>I learned</i>	mësua	mësoja <i>I used to learn</i>	mësonim
mëson <i>you (sg)...</i>	mësoni <i>you (pl)...</i>	mësove	mësua	mësoje	mësonit
mëson <i>it...</i>	mësojnë <i>they...</i>	mësoi	mësuan	mësonte*	Mësonin

Non-Active					
mësohem <i>I am used to (something)</i>	mësohemi <i>we...</i>	u mësova <i>I got used to (something)</i>	u mësuam	mësohesha <i>I used to get used to (something)</i>	mësoheshim
mësohesh – you <i>(sg)...</i>	mësoheni <i>you (pl)...</i>	u mësove	u mësuat	mësoheshe	mësoheshit
mësohet <i>it...</i>	mësohen <i>they...</i>	u mësua	u mësuat	mësohej	mësoheshin

\*Note that similar to the *h* added to non-active verb endings when the stem ends in a vowel, you must also add an *n* before the *-te* in the third person singular active imperfect past form.

Examples:

Urdhërimet e Perëndisë duhet të **zbatohen** çdo ditë.  
*The commandments of God should **be applied** every day.*

Dje **u gjunjëzuam** në lutje me familjen Gjika.  
*Yesterday we **knelt** in prayer with the Gjika Family.*

**Inkurajohemi** t'i gjejmë fëmijët e Perëndisë që janë gati për ta pranuar ungjillin.  
*We **are encouraged** to find the children of God that are ready to accept the gospel.*

## Activities

### Personal

#### Writing

- A. Conjugate the verbs in parentheses into present tense to match the subject of the sentence. Verbs in parentheses are given in the "I/unë" form. Check your answers.
1. Ti \_\_\_\_ (shqetësohem) shumë për nevojat e kërkesve.
  2. Jezusi \_\_\_\_ (kujdesem) për ne tani e përgjithmonë.
  3. Ne bëjmë gabime kështu që të mund të \_\_\_\_ (përmirësohem).
  4. Unë \_\_\_\_ (çlodhem) në divan.
  5. Ku janë ata? Ata po \_\_\_\_ (lahem) në lumë.
  6. Ju do të \_\_\_\_ (shpërthehem) nëse hani kaq shumë ushqim!
- B. Conjugate the verbs in parentheses into past tense (simple or imperfect) to match the sentence. Verbs in parentheses are given in the "I/unë" present tense form. Check your answers.
1. Unë po \_\_\_\_ (përkeqësohem) me gjuhën shqipe, por tani jam përmirësuar!
  2. Librat prisnin të \_\_\_\_ (lexohem) nga njerëzit.
  3. Ju \_\_\_\_ (ankohem) shumë për shkak të të ftohtit.
  4. Ajo mund të \_\_\_\_ (zemërohem) shumë shpejt në qoftë se e bezdisim.
  5. A \_\_\_\_ (pendohem) për atë që bëre?
  6. Para një jave ne \_\_\_\_ (lagem) nga shiu.
  7. Dje, ai \_\_\_\_ (qethem). Duket mirë apo jo?
  8. Ti, a do të \_\_\_\_ (çohem) në mëngjes po të kishe një alarm?
  9. Mësuesja nuk \_\_\_\_ (lodhem) nga klasa e saj.
  10. Anëtarët e lagjes së tretë \_\_\_\_ (përgatitem) për aktivitetin.

## Reading

- C. Each of the following sentences has a bolded and starred error. Correct the errors and check your answers. (The English translations given indicate the meaning of the sentence, not necessarily the word-for-word translation.)
- |  |  |
|--|--|
| 1. Besimtarët mund të <b>pastroheni</b> * nga mëkatët e tyre.<br><i>Believers can be cleansed from their sins.</i>         | 4. Ne po <b>përsosem</b> * për shkak të mëshirës së Perëndisë.<br><i>We are becoming perfect because of God's mercy.</i> |
| 2. Ju do të <b>përgjijem</b> * për krimet që keni bërë.<br><i>You will answer for the crimes you have committed.</i>       | 5. Ti po <b>përpiqeni</b> * të bësh gjëra të mira.<br><i>You are trying to do good things.</i>                           |
| 3. Kërkuesi ynë u <b>zhduku</b> * pasi se të ikte Presidenti.<br><i>Our investigator disappeared after President left.</i> | 6. Unë u <b>ndërroja</b> * para kësaj.<br><i>I changed (my clothes) before this.</i>                                     |

## Writing

- D. For each of the following verbs, write one sentence that uses the passive/reflexive form and one that uses the active voice. Make sure you could use these sentences in a teaching situation where feasible.
- |               |              |
|---------------|--------------|
| 1. Pagezohem  | 6. Arrihem   |
| 2. Kerkohem   | 7. Premtohem |
| 3. Përgatitem | 8. Mbahem    |
| 4. Takohem    | 9. Nisem     |
| 5. Ndihem     |              |
- E. Translate the following sentences. Check your answers.
- |   |   |
|---|---|
| 1. Inspiration can be found in the pages of the Book of Mormon.                                       | 4. Miracles happen when our faith is firmly built on Christ.                    |
| 2. The Church was established when the world was ready to receive the message of the Restored Gospel. | 5. The power of the priesthood is given to those who are worthy to exercise it. |
| 3. The testimonies of the Saints are recorded in heaven.  | 6. Investigators are given the Gift of the Holy Ghost after their baptisms.     |
- F. Change these sentences to active voice. Check your answers.
- |  |  |
|--|--|
| 1. Pas kësaj jete, ne do të gjykohe mi nga Perëndia. | 5. Bota u krijua nga Jezu Krishti.                               |
| 2. Fletët e arit ishin fshehur në tokë nga Moroni.   | 6. Kisha e lashtme u themelua nga Krishti dhe apostujt e Tij.    |
| 3. Ungjilli u rivendos nga Perëndia.                 | 7. Libri i Mormonit u përkthye nga Jozef Smithi.                 |
| 4. Lutjet e Jozef Smithit u përgjigjën nga Zoti.     | 8. Besimi ynë forcohet nga Perëndia kur mbajmë urdhërimet e Tij. |
- G. Conjugate the verbs in parentheses into present tense to match the sentence.
- |  |  |
|--|--|
| 1. Ne të gjithë ___ (ngrënë) te Mario.                   | 4. Perëndia ___ (pritur) shumë nga ne.             |
| 2. Ai po ___ (shkruar) në ditarin e tij.                 | 5. Ju s'keni stres kur i ___ (bërë) detyrat herët! |
| 3. Ndërsa ato po ___ (punuar), qeni shkatërroi kuzhinën. | 6. Unë u ___ (thënë) kërkuesve se duhen pagëzuar.  |

H. Conjugate the verbs in parentheses into active, past tense. Decide whether it should be simple or imperfect past based on context. Check your answers.

1. Shojja ime më \_\_\_\_ (shkruaj) gjatë misionit tim.
2. Ne u kthym në shtëpi dhe unë \_\_\_\_ (filloj) të përgatisja zarzavate për drekë.
3. Kërkuesi \_\_\_\_ (lexoj) Librin e Mormonit brenda një jave.
4. Ne mund të \_\_\_\_ (planifikoj) më vonë.
5. Njerëzit e Tiranës \_\_\_\_ (dal) në qendër kur erdhi Papa.
6. Ju duhet të \_\_\_\_ (kam) ikur para pesë minutash.
7. Ne po \_\_\_\_ (pastroj) rrugët e qytetit për shërbim.
8. Unë dola për dhjetë minuta nga klasa. Çfarë \_\_\_\_ (bëj) ju?
9. Ti \_\_\_\_ (bëj) shumë mirë që ndoqe shpirtin.
10. Fjoraldi \_\_\_\_ (ndihmoj) misionarët duke i shoqëruar në mësim.

## Companion

### Writing

- I. Practice constructing random sentences using active verbs, then change the sentences to use inactive verbs rather than active ones.

### Reading

- J. Read JS-H 1:15–17. Write down all the reflexive verbs in these verses. Check your answers. Then, change each of the verbs from the first person to the third person. Now with the third-person forms, describe Joseph Smith's experience to your companion as if he or she were an investigator.
- K. Read Alma 36 together. Write down all the reflexive verbs in these verses. Check your answers. Look up any words you're unfamiliar with. Then use the words you wrote down, along with your own words to describe Alma the younger's experience to your companion as if they were an investigator. Specifically, ask for feedback on your use of passive/reflexive verbs.

### Listening

- L. Listen to how natives use reflexive verbs. Take note of times that they use a reflexive when you would not have used it and vice versa. Write it down and find out why the native used or didn't use a reflexive. If you're unsure of any, have your companion help you.

### Writing

- M. Using the passive voice, write down as many sentences as you can that describe how tithing is used and what it is used for. Think of an investigator whom you will be teaching tithing to and have your companion role-play as that investigator.

## Group

### Speaking

- N. With your district, go around the room taking turns saying something in passive/reflexive voice, with the next person changing it to the active voice. Now, do the opposite changing the active voice to the passive/reflexive voice.  
Example: Ai do të pagëzohet nga Vëllai Bisha -> Vëllai Bisha do ta pagezojë atë.
- O. In your own words, share your favorite scripture story in Albanian. Don't use any names to describe the characters and pay close attention to when you should use passive/reflexive voice. How far into the story can you get before the rest of the district guesses who the story is about?

# Participles (Pjesore)

## Examples

We can return to God by <b>keeping</b> ourselves clean.	Ne mund të kthehemi tek Perëndia <b>duke</b> e <b>mbajtur</b> veten të pastër.
Tithing is not used <b>to pay the</b> local church leaders, who serve <b>without receiving</b> payment of any kind.	E dhjeta nuk përdoret <b>për të paguar</b> udhëheqësit lokalë të Kishës, të cilët shërbejnë <b>pa marrë</b> asnjë lloj pagese.
And now, my beloved son, notwithstanding their hardness, let us labor diligently; for if we should cease <b>to labor</b> , we should be brought under condemnation . . .	Dhe tani, biri im i dashur, me gjithë ngurtësimin e tyre, të punojmë me zell; pasi po të pushojmë <b>së punuari</b> , ne do të sillemi nën dënim...
He has <b>given</b> us this experience on earth so we can learn and grow.	Ai na ka <b>dhënë</b> këtë përvojë në tokë që ne të mund të mësojmë dhe të rritemi.

## Explanation

Participles serve as a base to form the composite tenses with the help of the verbs *kam/jam*. Ex. doing → done; *being* → *been*. It serves as base to form perfect tenses using the *kam* and *jam* verbs.

Participles are verb forms **not restricted** by person, tense, voice, or mood. This is why they are used in a variety of capacities. Participles are used primarily with other words that give them usage. Participles are used in the following forms:

- Auxiliary (jam/kam)
- Gerundive (duke)
- Privative (pa)
- Infinitive (për të),
- With *duhet/duhen*

Note the following with the modal verbs *duhet/duhen*: We see *duhet* with main verb in the participle (e.g., *duhet lexuar*); or in with the subjunctive mood (e.g., *duhet të lexojmë*). Note: Translations below are not word-for-word, but rather convey the most accurate meaning.

Examples:

Në stadium **duhet shkuar** herët, përndryshe nuk do të gjejmë dot vend.  
We **must go** to the stadium early or we will not find a spot.

Në kinema **duhet ndenjur** urtë.  
In the theater you **should be** quiet.

**\*Duhet të jemi** atje para orës katër.  
We **must be** there before four o'clock.

\*You do NOT say, *duhet qenë atje para orës katër*. The Gheg would be different here so be careful (*duhet me qenë atje para orës katër*).

## The Participle Construction (Ndërtimi i Pjesorjës)

Participles are formed from verbs stems. Verbs are divided into two groups: those that form participle stems using **simple past** tense and those that form participle stems using the **present** tense.

The participle endings are generally *-uar*, *-ur*, *-yer*, *-rë*, *-r*, *-e*, *-ë*, and *-në*.

### Simple Past Tense Participle Stems

Most *-j* ending verbs use the simple past tense form. Most *-oj* and some *-aj* verbs use the *-uar* ending. Some *-aj* and *-ij* verbs use the *-rë* ending.

-oj and -aj Verbs → -uar				
Present		Simple Past		Participle
besoj <i>I believe</i>	→	besova <i>I believed</i>	→	<b>besuar</b> <i>believed</i>
shkruaj <i>I write</i>	→	shkruajta <i>I wrote</i>	→	<b>shkruar</b> <i>written</i>

-aj and -ij Verbs → -rë				
Present		Simple Past		Participle
laj <i>I wash</i>	→	lava <i>I washed</i>	→	larë <i>washed</i>
fshij <i>I sweep</i>	→	fshiva <i>I swept</i>	→	fshirë <i>swept</i>

Most *-ej* verbs use the *-yer* ending. Some *-ej* and *-aj* use the *-ur* ending.

-ej Verbs → -yer				
Present		Simple Past		Participle
lyej <i>I paint</i>	→	leva <i>I painted</i>	→	<b>lyer</b> <i>painted</i>
rrëfej <i>I confess</i>	→	rrëfeva <i>I confessed</i>	→	<b>rrëfyer</b> <i>confessed</i>

-aj and -ej Verbs → -ur				
Present		Simple Past		Participle
mbaj <i>I hold</i>	→	mbajta <i>I held</i>	→	<b>mbajtur</b> <i>held</i>
gjej <i>I find</i>	→	gjeta <i>I found</i>	→	<b>gjetur</b> <i>found</i>

Most consonant ending verbs use the *-ur* ending. Many verbs change their internal vowels in forming the simple past and participles.

Consonant Verbs → -ur				
Present		Simple Past		Participle
hap <i>I open</i>	→	hapa <i>I opened</i>	→	<b>hapur</b> <i>opened</i>
mat <i>I measure</i>	→	mata <i>I measured</i>	→	<b>matur</b> <i>measured</i>

Consonant Verbs → -ur (with vowel change)				
Present		Simple Past		Participle
flas <i>I speak</i>	→	fola <i>I spoke</i>	→	<b>folur</b> <i>spoken</i>
shes <i>I sell</i>	→	shita <i>I sold</i>	→	<b>shitur</b> <i>sold</i>

Many vowel ending verbs use the *-ur* ending. Irregular verbs inevitably have varying endings from *-ur* to *-në* or *-rë*.

Vowel Verbs → -ur				
Present		Simple Past		Participle
di <i>I know</i>	→	dita <i>I knew</i>	→	<b>ditur</b> <i>known</i>
fle <i>I sleep</i>	→	fjeta <i>I slept</i>	→	<b>fjetur</b> <i>slept</i>

Consonant Verbs → -ur (with vowel change)				
Present		Simple Past		Participle
jam <i>I am</i>	→	qeshë <i>I was</i>	→	<b>qenë</b> <i>been</i>
shoh <i>I see</i>	→	pashë <i>I saw</i>	→	<b>parë</b> <i>seen</i>

Many vowel ending verbs use the *-në* ending. Other vowel ending verbs dramatically change their stems and add the *-në* ending. Some consonant ending verbs will also change their stems and use the *-në* ending.

Vowel Verbs → -ur			Vowel Verbs → -ur (with vowel change)			Consonant Verbs → -në (with stem change)		
Present		Participle	Present		Participle	Present		Participle
vë <i>I put</i>	→	vënë <i>put</i>	bie <i>I fall</i>	→	rënë <i>fallen</i>	them <i>I say</i>	→	thënë <i>said</i>
zë <i>I catch</i>	→	zënë <i>caught</i>	ha <i>I eat</i>	→	ngrënë <i>eaten</i>	jap <i>I give</i>	→	dhënë <i>given</i>

## Past Auxiliary - kam/jam

The present perfect, past perfect, and pluperfect tenses are formed by adding a form of *kam* (I have) to a participle. Forms of *jam* (I am) are used to form the non-active present perfect, past perfect, and pluperfect tenses. In other words, *kam* + participle is directly translated from "I have \_\_," while *jam* + participle is translated "I have been \_\_." Please refer to the past tense section for more information on these past tenses.

Auxiliary Participle Samples				
		Active	Non-active (see previous section)	
*Present Perfect	an action performed in the past continuing to the present	<b>kam</b> mësuar <i>I have taught</i>	<b>jam</b> mësuar <i>I have been taught</i>	*These tenses are more commonly used.
*Past Perfect	an action performed over a period of time before a specific moment in the past	<b>kisha</b> shkuar <i>I had gone</i>	<b>isha</b> shkuar <i>I had been gone</i>	
Pluperfect	an action performed once before a specific moment in the past	<b>pata</b> vrarë <i>I had killed</i>	<b>qeshë</b> vrarë <i>I had been killed</i>	

Examples:

Besoj se **je shprehur** mirë gjatë këtij mësimi.  
*I believe that you **have (are) expressed** [yourself] well throughout this lesson.*

**Kisha kaluar** këndeje disa herë.  
*I **had passed through** this way many times.*

E\* **pata shmangur** dentistin kur isha tetë vjeç.  
*I **had avoided** the dentist when I was eight years old.*

\*Note: Clitics should always precede *kam* or *jam* when using auxiliary participles. *Pata e shmangur* is incorrect. *E pata shmangur* is correct.

## Gerundive – *duke*

A gerund is a verb form used to express an action that accompanies a main action, usually occurring at the same time. English expresses gerunds with the *-ing* ending. In Albanian, it is formed by adding *duke* in front of a participle. The non-active gerund is formed by placing an *u* between *duke* and the participle.

Formation of the Gerundive									
Active					Non-active				
<i>duke</i>	→	Participle	→	Gerundive	<i>duke</i>	+	<i>u</i>	+	Participle → Gerundive
<i>duke -ing</i>	→	<i>mësuar learn</i>	→	<i>duke mësuar learning</i>	<i>duke -ing</i>	+	<i>u</i>	+	<i>nisur embark</i> → <i>duke u nisur embarking</i>

Formation of the Gerundive	
Active	Non-active
<b>duke folur</b> <i>speaking</i>	<b>duke u zhdukur</b> <i>disappearing</i>
<b>duke thënë</b> <i>saying</i>	<b>duke u kthyer</b> <i>returning</i>

Examples:

Jam **duke e\* mësuar** Ungjillin këtu në Kosovë.  
*I am **teaching** the gospel here in Kosovo.*

Jam **duke ua mësuar** Ungjillin nga shoku im.  
*I am **being taught** the gospel by my companion.*

\*Note: Clitics should always be placed between *duke* and the participle. *E duke mësuar* is incorrect. *Duke e mësuar* is correct. The situation regarding the reflexive *u* combined-clitic is addressed in the “Clitics” section.

\*Note: As discussed in the section on Present Tense verbs, using the particle *po* is another acceptable way to describe the continuous present tense. Because *duke* indicates a broader, general type of continuous present tense, there are instances where *duke* is preferred to *po*. For Example: If you want to introduce a concept with “by”. i.e., *By reading, you can...* → *Duke lexuar, ti mund të...*

## Privative – *pa*

Privative constructions express the negative of gerundive constructions. They indicate a condition in which the action designated by the verb is absent. This form expresses “without [action]” such as “**Without working**, I cannot earn a living.”

Formation of the Privative									
Active					Non-active				
<i>pa</i>	+	Participle	→	Privative	<i>pa</i>	+	<i>u</i>	+	Participle → Privative
<i>pa without</i>	+	<i>mësuar learn</i>	→	<i>pa mësuar without learning</i>	<i>pa without</i>	+	<i>u</i>	+	<i>nisur embark</i> → <i>pa u nisur without embarking</i>



Privative Participle Samples	
Active	Non-active
<b>pa</b> folur <i>without speaking</i>	<b>pa u</b> zhdukur <i>without disappearing</i>
<b>pa</b> thënë <i>without saying</i>	<b>pa u</b> kthyer <i>without returning</i>

Examples:

**Pa** shkuar në kishë, dhe **pa** u pagëzuar nuk mund të shpëtohesh.  
*Without going to church and without being baptized, you cannot be saved.*

Ju nuk mund të merrni një dëshmi për Librin e Mormonit **pa** e\* lexuar atë.  
*You cannot receive a testimony of the Book of Mormon without reading it.*

\*Note: Clitics should always be placed between *pa* and the participle. *E pa lexuar* is incorrect. *Pa e lexuar* is correct.

## Infinitive - *për të*

The Albanian infinitive using “*për të* [participle]” is used frequently to express phrases with understandings such as “in order to,” “for the purpose of,” or “as for” and when trying to discuss an action.

When there is a non-active infinitive, the non-active marker *u* is combined with the *të* forming *për t’u*

Formation of the Privative							
Active				Non-active			
<i>për të</i>	+	Participle	→	Infinitive	<i>për t’u</i>	+	Participle → Infinitive
<i>për të</i> <i>in order</i>	+	<i>mësuar</i> <i>learn</i>	→	<i>për të mësuar</i> <i>in order to learn</i>	<i>për t’u</i> <i>in order</i>	+	<i>nisur</i> <i>embark</i> → <i>për t’u nisur</i> <i>in order to embark</i>

Privative Participle Samples	
Active	Non-active
<b>për të</b> folur <i>in order to speak</i>	<b>për t’u</b> zhdukur <i>in order to disappear</i>
<b>për të</b> thënë <i>in order to say</i>	<b>për t’u</b> kthyer <i>in order to return</i>

Examples:

**Për ta\*** kuptuar ungjillin, më duhet të lexoj shkrimet e shenjta shpesh.  
*In order to understand the gospel, I need to read the scriptures often.*

Presidenti e tundi kokën si **për të** më falënderuar mua.  
*The president nodded his head as if to thank me.*

I lexoj shkrimet e shenjta **për ta mësuar** vullnetin e Perëndisë  
*I read the scriptures for the purpose of learning God’s will.*

Note: Clitics should always be placed between *për të* and the participle. *E për të kuptuar* is incorrect. *Për ta kuptuar* is correct.

## Advanced Principles for Mastery

### Future Tense using për të

You can form the future tense using a properly conjugated form of *kam* and *për të*. When this construction is used, it implies a sense of urgency or necessity. Think of it as I have to. . ., rather than I will. . .

Formation of the Infinitive						
Active						
kam (conjugation)	+	për të	+	Participle	→	Future Tense
kam I have	+	për të to	+	shkuar go	→	kam për të shkuar I have to go

Examples:

Akoma **kanë për ta bërë** intervistën me peshkopin.  
*They still have to do the interview with the bishop.*

**Kemi për të ikur** nesër në mëngjes.  
*We have to leave tomorrow in the morning.*

### Limitive – së

Albanian verb participle constructions like *së foluri* (speaking) are used in conjunction with a variety of verbs indicating the beginning, continuation, or completion of an action. Verbs such as *mbaroj* (I finish), *pushoj* (I stop), and *ngopem* (I get full) indicate the completion or limit of a verb's action. Verbs such as *filloj* (I start) and *vazhdoj* (I continue) indicate the beginning or continuation of a verb's action.

Limitives are always formed with the particle *së* and a participle with *i* attached to the end.

Formation of the Limitive						
së	+	Participle	+	i	→	Limitive
së -ing		mësuar learn		i		së mësuar learning

Examples:

së shikuari  
*seeing*

së hedhuri  
*tossing*

Examples:

Ai elder është një kalë pune që s'pushon kurrë **së punuari**.  
*That elder is a [work] horse who never stops working.*

Kur vdesim, nuk do të ndalojmë **së ekzistuari**; do të jetojmë përsëri.  
*When we die, we will not stop existing; we will live again.*

Momenti që unë fillova **së luturi**, e ndieva Shpirtin.  
*The moment that I began praying, I felt the Spirit.*

Ajo vazhonte **së kërkuari** për të vërtetën gjatë gjithë jetës së saj.  
*She continued seeking for the truth throughout her whole life.*

### Participle Absolutes – me të

Participle absolutes are participles preceded by *me të* that indicate that one action relies on the completion of another. For example, to convey the idea that as soon as something happens, something else will occur, one would use *me të* in Albanian. These constructions can also be used to convey this notion in the past, i.e., as soon as something had happened, something else took place. Also, these constructions can take a subject, as will be shown in the examples.

Formation of the Absolute									
Active					Non-active				
me të	+	Participle	→	Infinitive	me të	+	Participle	→	Infinitive
me të <i>as soon as</i>	+	mësuar <i>learn</i>	→	me të mësuar <i>as soon as s.o. learns</i>	me të <i>as soon as</i>	+	nisur <i>embark</i>	→	me t'u nisur <i>as soon as s.o. embarks</i>

Examples:

**Me të ardhur** ai, do të ikim dhe ne.  
**As soon as** he **comes**, we'll also leave.

**Me t'u kthyer** nga mësimet tona, shoku im u shtri të flinte një orë!  
**As soon as** he **returned** from our lessons, my companion laid down and slept an hour!

**Me të rënë** dielli, dalim jashtë për t'u fladitur.  
**When** the sun **goes down**, we all go outside to cool down.

## Activities

### Personal

#### Writing

- A. Conjugate the following verbs on a separate sheet of paper to follow the proceeding construction. Check your answers.

For Example: 1. për të (jam) → answer: për të qënë

- |                   |                      |                    |
|-------------------|----------------------|--------------------|
| 1. për të (kam)   | 7. kam (punoj)       | 13. patëm (vesh)   |
| 2. pa (studioj)   | 8. për të (grabis)   | 14. jeni (çlodhem) |
| 3. për të (lexoj) | 9. pa (vrapij)       | 15. për të (takoj) |
| 4. pa (eci)       | 10. së (bëj)         | 16. së (pushoj)    |
| 5. së (flas)      | 11. për të (mëkatoj) | 17. pa (shikoj)    |
| 6. për të (hap)   | 12. isha (pendohem)  | 18. për të (gatoj) |

- B. Write sentences using each of the verbs from the last activity.

- C. Correct the errors (bolded) in the sentences below. Check your answers.
- Unë fillova **së punuar** për të qënë një misionar efikas.  
*I started working to be an effective missionary.*
  - Pa duke bërë** asnjë gjë, asnjë gjë nuk do të përfundojë.  
*Without doing anything, nothing will get done.*
  - Për të kuptoj** ungjillin, ne duhet të studiojmë shumë.  
*In order to understand the gospel, we have to study a lot.*
  - Nganjëherë më gjejnë **duke bëj** gjëra të mira.  
*Sometimes they catch me doing good things.*
  - Për të bërë** një misionar i mirë, duhet t'i lexoj shkrimet e shenjta.  
*In order to become a good missionary, I need to read the scriptures.*
- D. Translate the following sentences into Albanian. Check your answers.
- I remember doing that a couple of weeks ago.
  - You said that you had spoken with him!
  - You paid 2000 lek for this! I had given him only 1000 lek before.
  - You can't be cleansed without repenting.
  - Whoever thinks that they can learn Albanian without working hard is wrong.
- E. Translate the following sentences into English. Check your answers.
- Jam penduar për mëkatet e mia të shkuara.
  - Ati im më urdhëroi, duke thënë: "Bëji detyrat e tua!"
  - Zoti na ka urdhëruar të bëhemi të përsosur madje siç është Ai.
  - Ne kemi për të bërë shumë gjëra të mira gjatë jetës sonë.
  - Do të rrimë edhe pak duke qënë se nuk mund të ikim për shkak të shiut.
- F. Convert the following story into the past perfect tense. Ex. *shkuam* – *kishim shkuar*. Don't worry if it doesn't make perfect sense, just practice using participles rather than conjugated forms of verbs. Check your answers.
- Për çudinë time të madhe, unë u thirra të punoj në të njëjtin mision ku motra ime më e madhe shërbeu një vit më parë. Pas disa muajsh në fushën e misionit, u transferova në një nga zonat ku shërbeu motra ime. Kur mësoi për transferimin tim, motra më shkruajti e më kërkoi të vizitoja një familje që ajo dhe shoqja e saj mësuin. Ajo shprehu dashurinë dhe afrueshmërinë që pati me familjen Norman dhe zhgënjimin që ndieua kur ata e ndërpreu kërkimin e Kishës.
- Unë dhe shoku im gjetëm se ku banonte familja Norman dhe u pranuan ngrohtësisht prej tyre. Ata pranuan ftesën tonë për të dëgjuar edhe njëherë ungjillin e rivendosur. Nuk jam i sigurt cili që ndryshimi këtë radhë, por ata ishin plotësisht të gatshëm për të pranuar mesazhin tonë. E gjithë familja u pagëzua dhe u konfirmua.
- Pas kësaj përvoje, mendova rreth kërkuesve të tjerë me të cilët motra ime punoi. Mendova: "Nëse funksionoi me familjen Norman, ndoshta do të funksionojë edhe me familjet e tjera që ajo mësoi." Vendosa t'i shkruaja motrës rreth idesë për të kontaktuar njerëz të tjerë që ajo mësonte. Ajo kërkoi në ditarin e saj dhe më dërgoi emrat e kërkuesve të tjerë që mësonte në atë zonë.
- Unë dhe shoku im e kaluam javën tjetër duke i kontaktuar këta njerëz. Për gëzimin tonë, pothuajse gjysma e tyre e pranuan ftesën për ta dëgjuar përsëri ungjillin e rivendosur. Disa nga ky grup u pagëzuan dhe u konfirmuan. Gjatë takimeve me këta kërkues të mëparshëm, ne gjithashtu u kërkua atyre rekomandime për shokët e të njohurit të tyre që mund të ishin të interesuar për mesazhin tonë. Si rezultat, ne gjetëm akoma më shumë njerëz për të mësuar. Kjo ishte koha më e ngarkuar e misionit tim.

## Companion

### Speaking

- G. With your companion think of how to incorporate these new ways of using participles in your daily conversations with investigators and also while you speak your language.

### Reading

- H. Read the following scriptures in Albanian and consider how they use participles. Also, notice when participles are converted into articulated adjectives. How does this change their meaning? The examples are taken from the first two chapters of 1 Nephi to demonstrate how often they occur. Choose a few scriptures you plan on using in lessons today and do the same. Practice sharing them in your own words with your companion focusing on your use of participles. Check your answers.

1. 1 Nephi 1:1	3. 1 Nephi 1:8	5. 1 Nephi 1:15	7. 1 Nephi 2:11
2. 1 Nephi 1:4	4. 1 Nephi 1:13	6. 1 Nephi 2:3	8. 1 Nephi 2:16

### Speaking

- I. With your companion, go over each of your progressing investigators. Using perfect tenses, talk about the commitments they have kept and the progress they have made. Then, discuss the things they will have done when they are baptized. Discuss how to help them do these things. You may say things like the following: *Agimi ka mbajtur ligjin e dëlirësisë.*

## Group

### Speaking

- J. Using the following table of participles, create nouns. From context, what do you think the noun means? Discuss with your district possible meanings and try creating other nouns besides the obvious. For example: *pasur*: *pasje*, *kamje*, *pasues*, etc.

përmbytur	folur	krahasuar	shkëmbyer
adhuruar	treguar	çoroditur	tallur
përmendur	pretenduar	dorëzuar	hyrë
ligjëruar	përpunuar	përbërë	punësuar

- K. Have each missionary study one of the ways participles can be used (*për të*, *pa*, *duke*, etc.). Teach it to one another.

### Writing

- L. Using perfect tenses, write down as many sentences as you can describing what the Lord has done for you. Share these sentences with one another. Incorporate your sentences into a testimony that you can share with your investigators in an upcoming lesson. Practice sharing your testimony with another missionary.

## Present and Future Tense (Koha e Tashme dhe e Ardhme)

### Examples

The Atonement of Jesus Christ <b>is</b> central to God's plan.	Shlyerja e Jezu Krishtit <b>është</b> në qendër të Planit të Perëndisë.
We must <b>show</b> that we <b>will follow</b> His commandments.	Ne duhet të <b>tregojmë</b> se <b>do t'i ndjekim</b> urdhërimet e Tij.
We <b>want</b> you to <b>do</b> this, so you can <b>receive</b> answers to your questions.	Ne <b>duam</b> që ta <b>bëni</b> këtë, në mënyrë që të <b>merrni</b> përgjigje për pyetjet tuaja.
<b>Will</b> you <b>try</b> again to <b>pray</b> and <b>ask</b> God?	A <b>do të përpiqeni</b> përsëri të <b>luteni</b> dhe të <b>pyesni</b> Perëndinë?
We <b>will remain</b> in the spirit world until the resurrection.	Ne <b>do të qëndrojmë</b> në botën e shpirtave deri në ringjallje.

### Explanation

Verbs in Albanian can express actions taking place in the present and in the future. Below will follow a discussion on the present and future tenses.

### Present Tense

In Albanian, present tense verbs are verb forms that express actions taking place in the moment of speaking. There are two forms:

- simple present
- continuous present

The continuous present is formed by placing **po** before the present form.

Sample Present Tenses			
Tense	Usage	Active	Non-active
Simple Present	The action is performed <b>in the moment</b> of speaking.	shkoj <i>I go</i>	përkrahem <i>I am supported</i>
Continuous Present	The action is performed <b>continuously in the present.</b>	po shkoj <i>I am going</i>	po përkrahem <i>I am being supported</i>

Examples:

Tani **flasim** më shumë për Krishtin se kemi folur në të kaluaren.  
*Now we **speak** more about Christ than we have spoken in the past.*

Ku **po shkoni**? Është e rëndësishme që të luteni para se të ikni.  
*Where **are you going**? It is important that you pray before you leave.*

## Present Conjugations – Active

There are four broad types of active verbs:

- irregular
- -j ending
- consonant ending
- vowel ending

### Irregular

<i>për të qenë</i> to be		<i>për të pasur</i> to have		<i>për të vajtur</i> to go		<i>për të dashur</i> to want/love	
jam	jemi	kam	kemi	vete	vemi	dua	duam
je	jeni	ke	keni	vete	vini	do	doni
është	janë	ka	kanë	vete	venë	do	duan

### -j Ending

There are several types of -j verbs such as -oj, -ej, -aj, and -ij. For the most part, they are conjugated the same.

		Present Conjugations			
		-j Ending		<i>për të dënuar</i> to condemn/punish	
I	we	-j	-jmë	dënoj	dënojmë
you (sg.)	you (pl.)	-n	-ni	dënon	dënoni
he/she	they	-n	-jnë	dënon	dënojnë

Sample -j Verb Conjugations							
Base Verb			Stem		Ending		Whole Verb
besoj I believe	→	subtract -j	→	beso believe	+	-jnë they	→ besojnë they believe
përkthej I translate	→	subtract -j	→	përkthe translate	+	-ni you (pl.)	→ përktheni you (pl.) translate
ndaj I divide	→	subtract -j	→	nda divide	+	-n he/she	→ ndan he/she divides
vij I come	→	subtract -j	→	vi come	+	-jmë we	→ vijmë we come

Verbs ending in consonants typically follow a unified conjugation pattern. Usually the singular conjugations (I, you [sg.], he/she) are identical. Plural (we, you [pl.], they) endings are added on to the singular form.

## Consonant Ending

Verbs ending in consonants typically follow a unified conjugation pattern. Usually the singular conjugations (I, you [sg.], he/she) are identical. Plural (we, you [pl.], they) endings are added on to the singular form.

There are several types of consonant ending verbs. For the most part they are conjugated the same. Most changes occur in the second and third singular (you [sg.], he/she) and the second plural (you [pl.]). **Note: In the charts below, ^ indicates a vowel change, while \* indicates a consonant change.**

### No Change

		Present Conjugations				Other Verb Examples			
		Consonant ending		për të hapur to open					
I	we	-	-im	hap	hapim	vendos	lëviz	mbyll	bart
you (sg.)	you (pl.)	-	-ni	hap	hapni	shpallos	përgatis	përdor	derdh
he/she	they	-	-in	hap	hapin	vendos	bezdís	prish	grabit*
						rivendos	gris	kap	gjobit*
						njolloos	rris	mbush	llogarit*
						firmos	fal	var	fut*
						inatos	fik	ul	gëlltit*
						nis	lind	qesh	rastis
						humb	lag	zgjidh	josh
						tremb	ndodh	has	çel
						mund	njom	prek	mat
						kënaq	shmang	thek	lidh
								gdhend	çudit

Actions

\*Note: These verbs sometimes end with -s in the 1st person singular, e.g., *fut* → *fus*

### Second Plural Vowel and/or Consonant Change

		Present Conjugations				Other Verb Examples		
		Consonant ending		për të ndjekur to follow				
I	we	-	-im	ndjek	ndjekim	hedh	nxjerr*	vjel*
you (sg.)	you (pl.)	-	^*ni	ndejk	ndiqni	zgjedh	pjek	vjell*
he/she	they	-	-in	ndjek	ndjekin	rrjedh*	tërheq	sjell*
						mbledh	udhëheq	përcjell*
						dredh	ndez	mbjell*
						kredh	vjedh*	vdes
						bredh	vesh	djeg
							ndez	heq

\*Note: Any verb that contains a consonant immediately followed by a *j* drops the *j* in the second person plural. (*vjel* → *vilni*, *nxjerr* → *nxirrni*, *përcjell* → *përcillni*)



**Second and Third Singular Consonant Change**

		Present Conjugations				Other Verb Examples		
		Consonant ending		<i>për të shitur to sell</i>				
I	we	-	-im	shes	shes <b>im</b>	zbres	paraqes	pres (pritur)
you (sg.)	you (pl.)	*	^ni	shet	shis <b>ni</b>	vras	ndërpres	pres (prerë)
he/she	they	*	in	shet	shes <b>in</b>	shkas	mirëpres	mërzis
						ngas	pyes	përsëris
							zbres	shëtis

\*Note: If the 2nd/3rd singular changes, the 2nd plural will ALWAYS change as well.

**Second and Third Singular Consonant AND Vowel Change**

		Present Conjugations				Other Verb Examples	
		Consonant ending		<i>për të folur to speak</i>			
I	we	-	-im	flas	flas <b>im</b>	humbas	ngas
you (sg.)	you (pl.)	^*	^ni	flet	flis <b>ni</b>	bërtas	rrësqas
he/she	they	^*	in	flet	flis <b>in</b>	përkas	pëlcas
						thërras	gërhas
						trokas	buças
						godas	shkas

\*Note: Again, if the second and third singular changes, the second plural will ALWAYS change as well.

**Second and Third Singular Vowel Change**

		Present Conjugations				Other Verb Examples	
		Consonant ending		<i>për të dalë to exit</i>			
I	we	-	-im	dal	dal <b>im</b>	njoh	ndesh
you (sg.)	you (pl.)	^	^ni	del	dil <b>ni</b>	marr	ngroh
he/she	they	^	in	del	dal <b>in</b>	ndërmarr	jap
						shoh	rrah

\*Note: Again, if the second and third singular changes, the second plural will ALWAYS change as well.

Sample Consonant Ending Verb Conjugations								
Base Verb				Stem		Ending		Whole Verb
lidh <i>I connect</i>	→	-	→	lidh <i>connect</i>	+	-in <i>they</i>	→	lidhin <i>they connect</i>
dredh <i>I shake</i>	→	e → i	→	dridh <i>shake</i>	+	-ni <i>you (pl.)</i>	→	dridhi <i>you shake</i>
sjell <i>I bring</i>	→	-	→	sjell <i>bring</i>	+	-im <i>we</i>	→	sjellim <i>they bring</i>
rrah <i>I hit</i>	→	a → e*	→	rreh <i>connect</i>	+	- <i>He/she</i>	→	rreh <i>he/she hits</i>

\*Note: These vowel changes are just for these examples. For generalized changes, see the conjugation charts previously given.

### Vowel Ending

#### No Change

		Present Conjugations		për të ditur to open		Other Verb Examples	
		Consonant ending					
I	we	-	-më	di	dimë		ha
you (sg.)	you (pl.)	-	-ni	di	dini		pi
he/she	they	-	-në	di	dinë		rri

Actions

#### Second Plural Vowel Change

		Present Conjugations		për të ngritur to lift		Other Verb Examples	
		Consonant ending					
I	we	-	-m(ë)	ngre	ngremë	fle	lë
you (sg.)	you (pl.)	-	^ni	ngre	ngrini	bie	zë
he/she	they	-	-n(ë)	ngre	ngrenë	shpie	vë
						shtie	nxë

#### Second and Third Singular Consonant AND Vowel Change

		Present Conjugations		për të ecur to walk		Other Verb Examples	
		Consonant ending					
I	we	-	-m	eci	ecim		iki
you (sg.)	you (pl.)	^*	-ni	ecën	ecni		hipi
he/she	they	^*	-n	ecën	ecin		

\*Note: Verbs like these can also be said or written without the *i* in first person singular. (eci = ec, iki = ik, hipi = hip)

Sample Vowel Ending Verb Conjugations								
Base Verb				Stem		Ending		Whole Verb
rri <i>I stay</i>	→	-	→	rri <i>stay</i>	+	-në <i>they</i>	→	rrinë <i>they stay</i>
shpie <i>I carry</i>	→	ie → i*	→	shpi <i>carry</i>	+	-ni <i>you (pl.)</i>	→	shpini <i>you carry</i>
hipi <i>I get on</i>	→	remove -i	→	hip <i>get on</i>	+	-im <i>we</i>	→	hipim <i>we get on</i>
zë <i>I place</i>	→	-	→	zë <i>place</i>	+	- <i>He/she</i>	→	zë <i>he/she places</i>

\*Note: These vowel changes are just for these examples. For generalized changes, see the conjugation charts above.

## Future Tense

The future tense is expressed by placing *do të* in front of subjunctive mood verbs. Different variations of the future tense (shown below) use *do të* and imperfect past subjunctive forms. Forms of *kam* (I have) (*jam*, "I am" with non-active forms) used with *do të* will be shown as well. For more information, see "Moods: The Subjunctive Mood" and "Conditionals."

Sample Future Tenses			
Tense	Usage	Active	Non-active
Future	The action is performed at a moment in the future.	do të shkoj <i>I will go</i>	do të pëkrahem <i>I will be supported</i>
Future Past	The action intended to be performed in the future from a past point of view.	do të shkoja <i>I would go</i>	do të përkrahesha <i>I would be supported</i>
Future Perfect	The action is performed before a specific moment in the future.	do të kem shkuar <i>I will have gone</i>	do të jem përkrahur <i>I will have been supported</i>
Future Past Perfect	The action intended to be performed before a specific moment in the future was not performed.	do të kisha shkuar <i>I would have gone</i>	do të isha përkrahur <i>I would have been supported</i>

Examples:

Peshkopi **do t'i organizojë** anëtarët për projektin e shërbimit.  
*The bishop **will organize** the members for the service project.*

Imagjino vuajtjet që **do të vuanim** pa Krishtin.  
*Imagine the sufferings **we would suffer** without Christ.*

**Do të kesh mësuar** gjithë ata njerëz para fundit të misionit apo jo?  
*You **will have taught** all those people before the end of your mission, right?*

**Do të kishim kryer** shumë punë po të mos binte shi.  
*We **would have accomplished** a lot of work if it hadn't been raining.*

\*Note: To make a distinction between *he/she wants* and *he/she will*, a *që* is placed between *do* and *të*.

Examples:

Ai **do të** shkojë nesër  
He **will** go tomorrow.

Ai **do që të** shkojë nesër  
He **wants** to go tomorrow.

## Activities

### Personal

#### Writing

- A. On a separate sheet of paper, form the present tense of the verbs below for each of the English translations. Check your answers.

1.	ndihmoj to help	2.	kryej to accomplish	3.	flas to speak	4.	hap to open
	I help		I accomplish		I speak		I open
	you (ti) help		you (ti) accomplish		you (ti) speak		you (ti) open
	he/she/it helps		he/she/it accomplishes		he/she/it speaks		he/she/it opens
	we help		we accomplish		we speak		we open
	you (ju) help		you (ju) accomplish		you (ju) speak		you (ju) open
	they help		they accomplish		they speak		they open

- B. Take the chart above and convert each verb into the non-active (passive/reflexive) voice and conjugate. Check your answers.
- C. On a separate sheet of paper, form the future tense of the non-active (passive/reflexive) verbs below for each of the English translations. Check your answers.

1.	bindem will obey	2.	zemërohem to get angry	3.	lagem to get wet	4.	çohem to stand/ wake up
	I will obey		I will get angry		I will get wet		I will stand/ wake up
	you (ti) will obey		you (ti) will get angry		you (ti) will get wet		you (ti) will stand/ wake up
	he/she/it will obey		he/she/it will get angry		he/she/it will get wet		he/she/it will stand/ wake up
	we will obey		we will get angry		we will get wet		we will stand/ wake up
	you (ju) will obey		you (ju) will get angry		you (ju) will get wet		you (ju) will stand/ wake up
	they will obey		they will get angry		they will get wet		they will stand/ wake up

## Reading

- D. Select a section of *Preach My Gospel* and look for the active future tense. Write some of the examples down in your study journal. How can you use these in your lessons today?

## Writing

- E. On a separate sheet of paper, form the present tense of non-active verbs below for each of the English translations. Check your answers.

1.	lutem to pray	2.	ngatërrohem to be confused	3.	takohem to meet	4.	bëhem to become
	I pray		I am confused		I meet		I become
	you (ti) pray		you (ti) are confused		you (ti) meet		you (ti) become
	he/she/it prays		he/she/it is confused		he/she/it meets		he/she/it becomes
	we pray		we are confused		we meet		we become
	you (ju) pray		you (ju) are confused		you (ju) meet		you (ju) become
	they pray		they are confused		they meet		they become

- F. On a separate sheet of paper, form the future tense of the verbs below for each of the English translations. Check your answers.

1.	shkoj to go	2.	shpërblej to reward	3.	marr to take/receive	4.	lëviz to move
	I will go		I will reward		I will take/receive		I will move
	you (ti) will go		you (ti) will reward		you (ti) will take/receive		you (ti) will move
	he/she/it will go		he/she/it will reward		he/she/it will take/receive		he/she/it will move
	we will go		we will reward		we will take/receive		we will move
	you (ju) will go		you (ju) will reward		you (ju) will take/receive		you (ju) will move
	they will go		they will reward		they will take/receive		they will move

## Companion

### Reading

- G. Read 3 Nephi 12 together, and look for the different uses of present and future tense as Christ gives the Sermon on the Mount.

### Listening

- H. Set a goal to help each other to listen for the future tense when talking to natives. Try to listen for when they use it in their regular speaking and set goals to mimic how they use the future tense. Frequently discuss what you are learning with your companion.

**Speaking**

- I. Take turns describing how you imagine each day of the rest of your week will go using future tense. What will you do? Whom will you teach? What do you hope they will do as a result of your lessons?

**Group****Speaking**

- J. Practice extending invitations to each other making sure to use the correct conjugations.
- K. Have select people from the group study the present and future tense and how missionaries can use each tense when they teach. Invite them to share what they have learned and a few suggestions of lessons that use specific tenses.
- L. For this activity, you will need two bowls, one coin, and some slips of paper. The first bowl will contain infinitive forms of verbs in English ("to read," "to pray," "to go," etc.). The second bowl will contain pronouns (I, You, He/She, etc.). You will take turns drawing one slip from each bowl. Then, you will flip a coin (heads is present tense, tails is future tense). For example, if you ended up with "to go," "we," and a tails up coin, you would need to say, "Ne do të shkojmë" (We will go).
- M. Think of the things you will be doing when you first get to your mission country or to a new area. Practice saying what you will do as soon as you get to Albania. For example: I will meet my mission president and his wife, and I get to meet my new trainer.

# Moods (Mënyra)

## Examples

Immortality is a free gift to all people, **whether they are** righteous or wicked.  
(*Optative*)

Pavdekësia është një dhuratë falas për të gjithë njerëzit, **qofshin** ata të drejtë ose të ligj.

**Be** careful and **don't turn away** the still, small voice.  
(*Imperative*)

**Jini** të kujdesshëm dhe **mos u largoni** nga zëri i vogël dhe i qetë.

We **have** a message about Jesus Christ.  
(*Indicative*)

Ne **kemi** një mesazh për Jezu Krishtin.

What do you like **to do**?  
(*Subjunctive*)

Çfarë keni qejf **të bëni**?

She **is** a member!?  
(*Admirative*)

Ajo **qënka** anëtare!?

## Explanation

Mood is the way speakers express their attitude toward what they are saying (such as a command, a wish, a statement of fact, etc.). In this section we will discuss the five moods of Albanian:

1. Indicative (statements)
2. Subjunctive (dependent statements)
3. Imperative (commands)
4. Admirative (surprise)
5. Optative (wishes)

## The Indicative Mood - A Statement of Fact (Mënyra Dëftore)

The indicative mood is used to express an action that **is taking place or has taken place**. The indicative mood is the base verb form. This is discussed in length in the *Present Tense*, *Past Tense*, and *Active Voice and Passive Voice* sections.

The following tenses comprise the indicative mood:

- Present tense
- Simple past tense
- Imperfect past tense

This is the case regardless of whether the verb is active or non-active.

Indicative Verb Sample		
Present Tense	Simple Past Tense	Imperfect Past Tense
bën he/she does	bëri he/she did	bënte he/she used to do

Examples:

Ju **hani** gjithmonë ushqim të freskët.  
You always **eat** fresh food.

Unë **ndiej** se duhet të kthehemi nesër kur ata të kenë më shumë kohë.  
I **feel** that we should return tomorrow when they have more time.

Motrat **janë** të gëzuara që më shumë misionarë do të shërbejnë me to.  
The sisters **are** happy that more missionaries will be serving with them.

## The Subjunctive Mood - A Dependent Verb (Mënyra Lidhore)

The subjunctive mood basically indicates that a verb **is dependent** on a preceding verb. A subjunctive verb is placed after another to indicate a continued flow of action. In English, a sentence such as “I **want to read** a book,” the verb *to read* is dependent (subjunctive) upon the initial (indicative) verb *I want*. The Albanian equivalent sentence *unë dua të lexoj një libër* (I want to read a book) has the subjunctive form *të lexoj* (to read) dependent on *dua* (I want).

The subjunctive is formed with *të* plus a subjunctive form. Subjunctive forms are largely similar to the indicative mood. The large exception is found in the second person singular *ti* (you [sg.]) and third person singular *ai/ajo* (he/she).

Subjunctive pattern	
të *	të *
të -(ë)sh**	të *
të -(j)ë***	të *

\* = remains unchanged when going from indicative to subjunctive

\*\* = take the first person singular indicative (remove the *-j* if it has one) and add *-(ë)sh*. The *ë* must be included when the stem ends in a consonant. (For example: *jap* → *japësh*; *mësoj* → *mëso* → *mësosh*)

\*\*\* = take the first person singular indicative (remove the *-j* if it has one) and add *-(j)ë*. The *j* must be included when the stem ends in a vowel. (For example: *jap* → *japë*; *mësoj* → *mëso* → *mësojë*; *ha* → *hajë*)

Subjunctive Verb Samples			
Indicative		Subjunctive	
bëj <i>I do</i>	bëjmë <i>we do</i>	(dua) <b>të</b> bëj <i>(I want) to do</i>	(duam) <b>të</b> bëjmë <i>(we want) to do</i>
bën <i>you (sg.) do</i>	bëni <i>you (pl.) do</i>	(do) *që <b>të</b> bësh <i>(you (sg.) want) to do</i>	(doni) <b>të</b> bëni <i>(you (pl.) want) to do</i>
bën <i>he/she does</i>	bëjnë <i>they do</i>	(do) *që <b>të</b> bëjë <i>(he/she wants) to do</i>	(duan) <b>të</b> bëjnë <i>(they want) to do</i>

\*Note that in the *you (singular)* and *he/she* forms, a *që* is placed between *do* and *të* to distinguish between “will” and “want(s)”.

Examples:

S’dua\* **të luftoj** me çunat në rrugë!  
I don’t want **to fight** with the boys in the road!

a po punon **ta kryesh** qëllimin tënd?  
Are you working **to accomplish** your purpose?

Kur isha një çun i ri, dëshiroja **të bëhesha** një misionar.  
When I was a young boy, I wanted **to become** a missionary.

\*Note: Each subjunctive verb follows an indicative verb.



## The Imperative Mood – Command (Mënyra Udhërore)

The imperative mood is used to issue a command, demand, or request.

Imperative Verb Samples			
Active		Non-active	
bëj <i>do! (you [sg.])</i>	bëni <i>do! (you [pl.])</i>	bëhu <i>become! (you [sg.])</i>	bëhuni <i>become! (you [pl.])</i>

Albanian only has imperative forms for *ti* and *ju*. To form the imperative for most verbs, begin with the *ju* form of a verb. As a general rule, to form the *ti* imperative, remove the *-ni*. The main exception occurs in *-aj* and *-ej* verbs. Look these up to find the *ti* imperative.

Make no change to the *ju* in order to form the plural imperative.

Sample Consonant Ending Verb Conjugations					
Base Verb	<i>ju</i> Form				<i>ti</i> Form
punoj <i>I work</i>	<b>punoni</b> <i>work! (pl.)</i>	→	minus <i>-ni</i>	→	<b>puno</b> <i>work! (sg.)</i>
dal <i>I emerge</i>	<b>dilni</b> <i>emerge! (pl.)</i>	→	minus <i>-ni</i>	→	<b>dil</b> <i>emerge! (sg.)</i>

Examples:

**Hapeni** gojën tuaj dhe Zoti do t'ju shpërblejë.  
**Open** your mouth and the Lord will reward you.

**Ndaloni! Hajdeni** këtu dhe **hani** mëngjes!  
**Stop! Come** here and **eat** breakfast!

Non-active imperative verb forms are marked by an *-u* for *ti* forms or *-uni* for *ju* forms.

Sample Consonant Ending Verb Conjugations					
Base Verb	<i>ju</i> Form				<i>ti</i> Form
lahem <i>I am washed</i>	<b>lahuni</b> <i>wash [yourself]! (pl.)</i>	→	minus <i>-ni</i>	→	<b>lahu</b> <i>wash [yourself]! (sg.)</i>
qetësohem <i>I calm down</i>	<b>qetësohuni</b> <i>calm down! (pl.)</i>	→	minus <i>-ni</i>	→	<b>qetësohu</b> <i>calm down! (sg.)</i>

Examples:

Para se të hani, **lahuni**!  
Before you eat, **take** a **shower**!

**Përqëndrohu** në punën tënde!  
**Focus** on your work!

When forming a negative non-active command an *u* is placed between *mos* (do not) and the active imperative form.

Examples:

**Mos u mbështet** në gjykimin tënd.  
*Do not rely on your own judgement.*

**Mos u dorëzo** kurrë edhe pse tundesh.  
*Do not ever give up even if you are tempted.*

### Using Clitics with the Imperative Mood

When clitics are used to direct the imperative actions, they can be placed before the verb or attached to the end of it.

Më dëgjoni!	Dëgjomëni!	Mos më dëgjoni!
Na jep!	Jepna!	Mos na jep!
Më shkruaj!	Shkruajmë!	Mos më shkruaj!

When the clitics *e*, *i*, *u*, *ia*, and *ua* are to be placed directly after a vowel, a *-j* is inserted before the clitic. *Ju* form imperatives place the *-ni* after the clitic. For example, *mësoje* or *mësojeni* both mean *learn it*.

Examples:

Dëgjom**ëni** ju lutem, kam diçka shumë të rëndësishme për ju.  
*Listen to me please, I have something very important for you.*

Jep**na** ndihmën tënde; nuk mund ta bëjmë këtë punë pa ty.  
*Give us your assistance; we cannot do this work without you.*

Pije dhallën tani! Është keq të mohosh një qerasje.  
*Drink the dhallë now! It is bad to deny a treat.*

Gjej**më** një çadër të lutem!  
*Find me an umbrella please!*

When issuing a negative command, *mos* (don't) is placed before the imperative form. When this occurs, the clitic **always** proceeds the verb. This same phenomenon happens with non-active verb forms. The *u* is taken from the non-active imperative and placed between the *mos* and the verb.

Examples:

**Mos më prek!**  
*Do not touch me!*

**Mos i fryj** zjarrit!  
*Don't blow on the fire!*

**Mos e thyej!**  
*Don't break it!*

Kur të shkosh në Krujë **mos u beso** të gjithë shitësve.  
*When you go to Krujë do not believe (to) all the vendors.*

**Mos u shqetëso!** Ne do të të ndihmojmë ta kuptosh mësimin.  
*Do not worry! We will help you to understand the lesson.*

## The Admirative Mood – An Exclamation of Surprise (Mënyra Habitore)

The admirative mood is used to express the speaker's surprise towards an event that is happening or has happened. The admirative mood is formed by taking the participle of a verb and removing a portion of its final segment and then attaching a form of the verb *kam* (I have) to the end of the word (see below).

Original Statement	Participle	→	Stem	+	kam ending	=	admirative verb	Admirative Statment
<b>Flasin</b> shqip mirë. <i>They speak</i> good Albanian.	folur		fol		kan(ë) they		<b>folkan</b>	<b>Folkan</b> mirë** shqip! <i>Wow, they speak</i> good Albanian!
<b>Ke</b> shumë libra <i>You have</i> many books.	pasur*	→	pas	+	ke you	=	<b>paske</b>	<b>Paske</b> shumë libra! <i>Wow, you have</i> a lot of books!
<b>Është</b> një familje e bukur. <i>It is</i> a beautiful family.	qenë*		qen		ka it		<b>qenka</b>	<b>Qenka</b> bukur familja! <i>Wow, that's</i> a beautiful family!

\*Note: The most commonly used admirative verbs are formed from *pasur* (*kam*) and *qenë* (*jam*). This is discussed below in the participle section.

\*\*Adjectives like *mirë*, *shumë*, or *bukur* often **immediately** follow admirative verbs.

Admirative Verb Endings							
Active				Non-active			
Present		Imperfect Past		Present		Imperfect Past	
-kam	-kemi	-kësha	-këshim	u ... -kam	u ... -kemi	u ... -kësha	u ... -këshim
-ke	-keni	-këshe	-këshit	u ... -ke	u ... -keni	u ... -këshe	u ... -këshit
-ka	-kan	-kësh	-këshin	u ... -ka	u ... -kan	u ... -kësh	u ... -këshin

Examples:

**Ditkeni** shqipen shumë mirë si një të huaj!  
*For a foreigner, you **know** Albanian very well!*

### Admirative Verbs and Participles

The majority of admirative forms are created by using the admirative mood forms of *kam* (I have) and *jam* (I am) coupled with the participles of verbs. *Kam* (I have) is used when the verb form is meant to be active, whereas *jam* (I am) is employed when the verb is non-active.

Just as *kam* and *jam* can be used in the perfect tense, admirative mood can also be used with participles.

Sample Admirative Participle Combinations – kam (bërë) (I have done)			
Present		Imperfect Past	
paskam (bërë) <i>I have done...!?!</i>	paskemi (bërë) <i>we have done...!?!</i>	paskësha (bërë) <i>I had done...!?!</i>	paskëshim (bërë) <i>we had done...!?!</i>
paske (bërë) <i>you (sg.) have done...!?!</i>	paskeni (bërë) <i>you (pl.) have done...!?!</i>	paskëshe (bërë) <i>you (sg.) had done...!?!</i>	paskëshit (bërë) <i>you (sg.) had done...!?!</i>
paska (bërë) <i>he/she has done...!?!</i>	paskan (bërë) <i>they have done...!?!</i>	paskësh (bërë) <i>he/she had done...!?!</i>	paskëshin (bërë) <i>they had done...!?!</i>

Sample Admirative Participle Combinations – jam (bërë) (I am become)			
Present		Imperfect Past	
qënkam (bërë) <i>I am become...!?!?</i>	qënkemi (bërë) <i>we are become...!?!?</i>	qënkështa (bërë) <i>I was become...!?!?</i>	qënkëshim (bërë) <i>we were become...!?!?</i>
qënke (bërë) <i>you (sg.) are become...!?!?</i>	qënkeni (bërë) <i>you (pl.) are become...!?!?</i>	qënkështe (bërë) <i>you (sg.) were become...!?!?</i>	qënkëshit (bërë) <i>you (pl.) were become...!?!?</i>
qënka (bërë) <i>he/she is become...!?!?</i>	qënkani (bërë) <i>they are become...!?!?</i>	qënkësh (bërë) <i>he/she was become...!?!?</i>	qënkëshin (bërë) <i>they were become...!?!?</i>

Examples:

**Paskan mbaruar** me mbledhjen e peshkopatës herët?!  
They **have finished** the bishopric meeting early?!

**Qënke shëndoshur** mor Elder! Duhet të bësh vrap në mëngjes.  
You **are fattened** my [dear] Elder! You should run in the morning.

**Paskemi folur** shumë. Duhet të ikim ose do të jemi vonë.  
Wow, we **have spoken** much! We should leave, otherwise we will be late.

## The Optative Mood – Wishing Tense (Mënyra Dëshirore)

The optative mood is used to express the speaker's desire in the form of a wish, blessing, or curse.

It is formed by taking the participle of a verb and removing a part of the end. Afterwards, add a special optative stem extension (-fsh/-sh/-f/-ç) followed by the appropriate suffix.

Optative Endings					
PARTICIPLE	+	-fsh-	+	-a	-im
		-sh-		-	-i(t)
		-ç-		-të	-in
= OPTATIVE VERB					

**Example:**      **bë(rë)** +      **-fsh-** +      **-im** =      **bëfshim**

Note that in the third person singular (he/she), the stem extension is dropped and the suffix is attached directly to the stem.

Sample Optative Conjugations								
-fsh-	Participle	Stem		Extension		Ending		Whole Verb
This extension is used when the stem ends with a vowel.	parë <i>seen</i>	pa-	+	-fsh-	+	-in	→	pafshin <i>may they see</i>
-sh-	Participle	Stem		Extension		Ending		Whole Verb
This extension is used when the stem ends with a consonant.	hapur <i>opened</i>	hap-	+	-sh-	+	-	→	hapsh <i>may you open</i>
-ç-	Participle	Stem		Extension		Ending		Whole Verb
This extension is used when the stem ends with a -n or -sh and also with the verb kam (I have).	thënë <i>said</i>	thën-	+	-ç-	+	-i	→	thënçi <i>may you say</i>

Optative Verb Samples			
Active		Non-active	
bëfsha <i>may I do</i>	bëfshim <i>may we do</i>	u bëfsha <i>may I become</i>	u bëfshim <i>may we become</i>
bëfsh <i>may you (sg.) do</i>	bëfshit <i>may you (pl.) do</i>	u bëfsh <i>may you (sg.) become</i>	u bëfshit <i>may you (pl.) become</i>
bëftë <i>may he/she do</i>	bëfshin <i>may they do</i>	u bëftë <i>may he/she become</i>	u bëfshin <i>may they become</i>

Examples:

E **mësofsh** anglishten mjaftueshëm për ta folur!  
**May you learn** English enough to speak it!

**Ditshit** sesi t'ua mësoni atyre Rivendosjen!  
**May you know** how to teach the Restoration to them!

**Paç fat** në zonën tënde të re në Berat.  
**May you have** luck in your new area in Berat.

When making an inactive optative an u is placed before optative active forms.

Examples:

**U ushqefsha** mirë gjatë misionit tim në Shqipëri!  
**May I be fed** well throughout my mission in Albania!

**Mos ardhshim vonë** prapë në takimin me familjen Bezhi.  
**May we not be late** again for the meeting with the Bezhi family.

**U zgjoftë** shoku im në mëngjes në kohën e duhur.  
**May my companion wake up** in the morning on time.

## Activities

### Personal

#### Reading

A. Identify the mood of the sentence. Check your answers.

1. O çun! Mos i gjuaj gurë në dritaret e kishës!  
*Hey boy! Don't throw rocks at the windows of the church!*
2. Malet afër Valbonës kanë një bukuri të veçantë.  
*The mountains near Valbona have a special beauty.*
3. Ua mësuakan ungjillin shpejt njerëzve aty në Elbasan.  
*People are taught the gospel quickly there in Elbasan.*
4. Ardhshin më shpejt, merakosem shumë për ta.  
*May they come faster. I worry greatly for them.*
5. Le të gjejmë një derë të trokasim!  
*Let's find a door to knock!*

B. Identify which of the following bolded verbs are indicative or subjunctive. Check your answers.

“Fuqia dhe autoriteti i priftërisë më të lartë ose Melkizedeke **është** të **mbajë** çelësat e të gjitha bekimeve shpirtërore të kishës –

“Të **ketë** privilegjin e marrjes së mistereve të mbretërisë së qiellit, t'i **bëjë** qiejt të **hapen** për ta, të **komunikojë** me kuvendin e përgjithshëm dhe kishën e të Parëlindurit dhe të **gëzojë** shoqërimin dhe praninë e Perëndisë, Atit, dhe Jezusit, ndërmjetësit të besëlidhjes së re.

“Ata çelësa të priftërisë **ushtrohen** plotësisht nga vetëm një burrë në një kohë, Presidenti dhe prifti i lartë kryesues i Kishës së Zotit. Pastaj, nëpërmjet delegimit nga Presidenti, çdo burri që **mban** Priftërinë Melkizedeke **mund** t'i **dhurohet** autoriteti dhe privilegji për të folur dhe për të vepruar në emrin e Të Plotfuqishmit. Ajo fuqi nuk **ka** fund. Ajo **ka** të **bëjë** me jetën dhe vdekjen, me familjen dhe Kishën, me natyrën e mrekullueshme të Vetë Perëndisë dhe punën e Tij të përjetshme.”  
(President Eyring, “Që Ai të Mund të Forcohet Gjithashtu,” tetor 2016)

#### Writing

C. In the first column, conjugate the following verbs into imperative singular and plural form. Form one sentence per verb. In the second column, insert clitics denoting him, her, or it. Then using the second column, negate the verbs using the word *mos*. Check your answers.

- |             |            |
|-------------|------------|
| 1. adhuroj  | 1. marr    |
| 2. afrohem  | 2. nxjerr  |
| 3. banoj    | 3. kap     |
| 4. çohem    | 4. ndez    |
| 5. dëshmoj  | 5. jap     |
| 6. flas     | 6. adhuroj |
| 7. pendohem | 7. bind    |
| 8. bindem   | 8. filloj  |

- D. Translate the following sentences into English. Check your answers.

U bëfshim misionarë më të mirë!

Mos vrit përndryshe do të shkelësh ligjin e Perëndisë!

Kam ardhur këtu në Shqipëri nga shteti i Minesotës.

Studiukam mirë edhe pse jam i lodhur.

Nesër do të shkojmë në Tiranë për një leje qëndrimi.

- E. Practice taking these three verbs through all the conjugations of both admirative and optative moods. Check your answers.

Example:

<b>shikoj</b> to look at	→	<i>Admirative</i>		→	<i>Optative</i>
I look at		Unë shikuakam	Unë shikuakështa		Unë shikofsha
you(ti) look at		Ti shikuake	Ti shikuakëshe		Ti shikofsh
he/she look at		Ai/Ajo shikuaka	Ai/Ajo shikuakësh		Ai/Ajo shikoftë
we look at		Ne shikuakemi	Ne shikuakëshim		Ne shikofshim
you(ju) look at		Ju shikuakeni	Ju shikuakëshit		Ju shikofshi
they look at		Ata/Ato shikuakan	Ata/Ato shikuakëshin		Ata/Ato shikofshin

1.

<b>ndihmoj</b> to help
I help
you(ti) help
he/she helps
we help
you(ju) help
they help

2.

<b>jap</b> to give
I give
you(ti) give
he/she gives
we give
you(ju) give
they give

3.

<b>flas</b> to speak
I speak
you(ti) speak
he/she speaks
we speak
you(ju) speak
they speak

## Reading

- F. At the end of talks, the optative mood is often used to convey a speaker's desires and prayers for their audience. Identify where the optative mood is used in the following passages from general conference addresses.

"Na bekoftë Ati ynë Qiellor që të mund të kemi shpirtin e adhurimit në tempull, që të mund të jemi të bindur ndaj urdhërimeve të Tij dhe që të mund t'i ndjekim me kujdes hapat e Zotit dhe Shpëtimtarit tonë, Jezu Krishtit. Unë dëshmoj se Ai është Shëlbuesi ynë. Ai është Biri i Perëndisë. Është Ai që u ngrit nga varri atë mëngjes të parë Pashke, duke sjellë me Vete dhuratën e jetës së amshuar për të gjithë fëmijët e Perëndisë. Në këtë ditë të bukur, ndërkohë që festojmë atë ngjarje madhështore, dhënjim lutjet tona të mirënjohjes për dhuratat e Tij të madhërishme dhe të mrekullueshme për ne. Qoftë kjo e tillë, unë lutem me përlulësi në emrin e Tij të shenjtë, amen." (President Monson, "Bekimet e Tempullit," Prill 2015)

"U bëj sërish jehonë fjalëve të Palit: "Le të . . . veshim armët e dritës." Unë dëshmoj për Krishtin. Ai është Drita e Botës. U forcofshim nga drita që është në dispozicion për ne nga pjesëmarrja më e madhe në Kishë dhe nga zbatimi më i madh i parimeve të ungjillit në familjet tona! E pafshim Dritën e Krishtit tek të tjerët vazhdimisht dhe i ndihmofshim ata ta shohin atë tek vetja e tyre! Teksa e marrim atë dritë, ne do të bekohemi me më shumë dritë, madje deri në ditën e plotë kur të shohim sërish "Ati[n e] dritave," Atin tonë Qiellor. Unë dëshmoj kështu në emrin e shenjtë të Dritës së Botës, madje Jezu Krishtit, amen." (Mark A. Breg, "Shkëlqen Gjithnjë e më Shumë, Derisa Dita Është e Plotë," Prill 2017)

"Ati ynë i dashur thjesht kërkon që ne të jetojmë sipas së vërtetës që kemi marrë, dhe që ne ta ndjekim shtegun që Ai ka siguruar. Prandaj gjetshim guxim dhe mirëbesim në udhërrëfimin e Shpirtit. Shpërndafshim me fjalë e me vepra të bashkënjëzimit tanë mesazhin e mahnitshëm dhe mbresëlënës të planit të Perëndisë për lumturinë. Qoftë motivi ynë dashuria jonë për Perëndinë dhe për fëmijët e Tij, sepse ata janë vëllezërit e motrat tona. Ky është fillimi i asaj që mund të bëjmë si shkëmbim për kaq shumë." (President Dieter F. Uchtdorf, "O sa i Madh Plani i Perëndisë Tonë!" Tetor 2016)

## Companion

### Speaking

- G. Pretend you've been assigned to give a talk in sacrament this Sunday. How might you incorporate all of the moods into your talk to give it variety? In particular, how might you use the optative mood like in general conference addresses? Perhaps as you are telling a narrative, you can use the imperative or admirative mood. Write down a brief talk using the different moods and then share it with your companion. Ask for feedback on your usage of the various moods.

## Group

### Speaking

- H. Organize your district into a circle, choose a few verbs, and go around the circle taking turns conjugating the verb into different moods. The first person to repeat a conjugation is disqualified.
- I. With a member of your district, choose various verbs and put them into the optative and admirative moods. Form sentences with these conjugations. Get creative and make up wishes for one another or think of something you could wish for an investigator in a lesson or a prayer.



## Review: Actions and Events

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

### Asking About and Describing Objects, People, and Their Characteristics

- Active and Passive Voice
- Participles
- Present and Future Tense
- Moods

## Activities

### Personal

#### Speaking

- A. Think of current holy habits and righteous routines that you are doing that help you become a powerful missionary. Write down these actions in your own words and focus on using correct voices, tenses, participles, and moods. Also write down what other habits you want to accomplish. Have your companion or a native speaker check your list for correctness. Then practice repeating your list out loud every day.
- B. Read aloud 2 *Nephi* 31:17-21. These verses contain many examples of both active and passive voice, participles, present and future tense, and moods. Identify the examples you can find. Then use these verses to practice teaching a native speaker or your companion about any principles from the fifth lesson of chapter three. Ask for feedback.

#### Listening

- C. Listen to your companion describe how he or she has changed over the time that he or she has been a missionary. Ask them to use kam + participle, instead of past tense. Make sure you understand all the participles that they use. Ask them to also talk about what they want to do in the future to change. Take note of the vocab they use.

#### Reading

- D. Read Mosiah 4, looking for usage of active and passive voice. Also make a list of all the participles contained in the chapter. Ask yourself, "What is King Benjamin's main message to his people?" In Albanian, write down the qualities of a disciple that King Benjamin speaks about.

#### Writing

- E. Translate the following sentences from English to Albanian. Pay attention to which tenses should be used. Check your answers.
  1. He will teach you (ju) about the Restoration.
  2. Christ has done everything according to the will of God.
  3. Since we are ending, can you (ti) say a prayer for us now?
  4. I'm trying to be like Jesus.
  5. These things can't be learned all at once.
  6. I've been a member for a long time.
  7. The day after tomorrow, I will be preaching in a new city which has just received the gospel.
  8. Bear your testimony!
  9. After His second coming, Jesus Christ will appear to the world.

## Companion

### Speaking

- F. With your companion, talk about the good things that each other does. Write them down. Then take each sentence and turn it into the admirative mood.
- G. Try to teach a lesson in under five minutes. Choose one of the lessons from chapter 3 of *Preach My Gospel*. Give each missionary five minutes to prepare a lesson that can be taught in three to five minutes using some of the grammar principles from this section. Be sure to include your testimony of the things that you teach. With your companion have one person take the role of the investigator and the other of the missionary, then switch roles. Allow each missionary a few minutes to revise his/her lesson plan. Remember to try to make it as simple and powerful as you can. Then practice teaching the same lesson again. For more help with this activity, refer to the “Ideas for Teaching” section at the end of each lesson.

### Listening

- H. Scenario: You have just taught “Lutuni për të Ditur të Vërtetën Nëpërmjet Frymës së Shenjtë,” and now you want to ask your investigator to say the closing prayer. He isn't sure how to pray because he has never prayed to God before. He says that he would prefer it if you or your companion prayed. With your companion, have one missionary take the role of investigator and the other of the missionary. Teach the steps of prayer and how prayer can help him come to know the truth through the Holy Ghost. Encourage him and help him to feel comfortable praying out loud. Try to have him say the prayer. Tell him the blessings that will come from prayer, and what you have done to gain the faith to talk to God.

### Reading

- I. With your companion, read 2 *Nephi* 31:6-12 and identify as many different uses of the grammar principles from this section as possible. Write 10 - 12 sentences that you could use to teach about baptism, the Holy Ghost, and the doctrine of Christ. Practice teaching your companion or a native speaker about these principles and ask for feedback.

### Writing

- J. Using your own list of verbs, write a paragraph explaining different parts of the Plan of Salvation. Describe who Heavenly Father is and what He is not. Describe what He did for us and our goal here on earth. Write about what will happen in the future. Also, write down a few questions that you could ask someone to find out about their belief in God or a supreme being. Write the questions in a way that you can find out whether or not they understand who Heavenly Father is. Share the principles in the paragraph you write with someone later that day. Ask them the questions that you came up with as well.
- K. With your companion, translate the following sentences from English to Albanian . Pay attention to which tenses should be used. Check your answers with your companion and in the answer key, and check each other's pronunciation.
  1. I have read the Book of Mormon and know that it is true.
  2. God has given us the ability to choose for ourselves. We call this agency.
  3. Tomorrow we will talk about the Word of Wisdom. Do you (*ti*) have any questions about what you should read?
  4. Our investigator has read the entire Book of Mormon and he has said that he will rely on God.
  5. If you (*ju*) read the holy scriptures, you will know that they are from our Heavenly Father.
  6. Have you (*ju*) ever pondered the question, “What is the purpose of life?”
  7. I know that God has called Joseph Smith to be a prophet.
  8. God ha sent Jesus Christ to die for us, because He loves us.
  9. Will you (*ti*) come to church with us?



# Narrating Experiences and Telling Stories

## Purpose

This function will help you talk about what happened in the past; for example, what happened to Joseph Smith when he prayed or what you did to find out the Book of Mormon is true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Christ **suffered** for our sins and **was resurrected** on the third day. (Past Tense)
- The Nephites **felt** the Spirit while Christ **was praying** for them. (Past Tense)
- We can keep the commandments **and** be happy, **or** we can disobey **and** feel sadness. (Conjunctions)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

### Doctrines from the Lessons

- “The Savior’s Earthly Ministry” (What did Christ do while on the earth?)
- “The Great Apostasy” (What happened during the Great Apostasy? What caused it to happen?)
- “The Restoration of the Gospel of Jesus Christ through Joseph Smith” (How was Joseph Smith called as a prophet? What did God ask him to do?)
- “The Book of Mormon: Another Testament of Jesus Christ” (How did we come to have the Book of Mormon?)
- “Pre-Earth Life: God’s Purpose and Plan for Us” (What happened before we came to earth?)
- “The Creation” (How was the world created? How were we created?)
- “Agency and the Fall of Adam and Eve” (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

### Tasks from *Missionary Vocabulary and Phrases Book*

- “Follow Up on Commitments” (Did they keep the commitment? Why or why not?)
- “Share an Experience” (What has happened in your life to help you know the truth?)
- “Offer a Prayer” (How did you see God’s hand in the work today? What blessings are you grateful for?)

## Past Tense

### Examples

When Christ <b>died</b> , His body <b>separated</b> from His spirit.	Kur Krishti <b>vdiqu</b> , trupi i Tij <b>u nda</b> nga shpirti i Tij.
God <b>placed</b> Adam and Eve in the Garden of Eden.	Perëndia e <b>vendosi</b> Adamin dhe Evën në Kopshtin e Edenit.
God <b>sent</b> us to the earth to gain experience.	Perëndia na <b>dërgoi</b> në tokë për të fituar përvojë.
Jesus Christ <b>visited</b> the American continent to establish His Church.	Jezu Krishti e <b>vizitoi</b> kontinentin amerikan për ta vendosur Kishën e Tij.
Satan <b>wanted</b> Adam and Eve to <b>partake</b> of the forbidden fruit.	Satani <b>donte</b> që Adami dhe Eva ta <b>hanin</b> frutin e ndaluar.

### Explanation

Albanian verbs can express the state of being and actions that took place in the past. Albanian verbs have distinctive past tense forms. There are simple, imperfect, present perfect, past perfect, and pluperfect past tenses.

### Simple Past (Koha e Kryer e Thjeshtë)

Actions that took place once in the past are expressed with the simple past conjugation.

Examples:

Unë **shkova** në mision.  
I **went** on a mission.

There are different manners of forming the simple past. In general, verbs use the past participles to form the simple past.

Simple Past Endings (From Past Participle Endings)											
-uar		-yer		-rë		-ur		Non-active		Non-active with -h	
-ova	-uam	-eva	-yem	-va	-më	-a	-ëm	u ... -a	u ... -ëm	u ... -ova	u ... -uam
-ove	-uat	-eve	-yet	-ve	-të	-e	-ët	u ... -e	u ... -ët	u ... -ove	u ... -uat
-oi	-uan	-eu	-yen	-u	-në	-i/u	-ën	u ... -	u ... -ën	u ... -ua	u ... -uan

Simple Past Samples					
punuar		shërbyer		pirë	
punova I worked	punuam we worked	shërbeva I served	shërbyem we served	piva I drank	pimë we drank
punove you (sg.) worked	punuat you (pl.) worked	shërbeve you (sg.) served	shërbyet you (pl.) served	pive you (sg.) drank	pitë you (pl.) drank
punoï he/she worked	punuau they worked	shërbeu he/she served	shërbyen they served	piu he/she drank	pinë they drank

Vowel/Consonant Endings		Non-Active		Non-Active with -h	
zura <i>I caught</i>	zumë <i>we caught</i>	u nisa <i>I embarked</i>	u nisëm <i>we embarked</i>	u shërova <i>I was healed</i>	u shëruam <i>we were healed</i>
zure <i>you (sg.) caught</i>	zutë <i>you (pl.) caught</i>	u nise <i>you (sg.) embarked</i>	u nisët <i>you (pl.) embarked</i>	u shërove <i>you (sg.) was healed</i>	u shëruat <i>you (pl.) were healed</i>
zuri <i>he/she caught</i>	zunë <i>they caught</i>	u nis <i>he/she embarked</i>	u nisën <i>they embarked</i>	u shërua <i>he/she was healed</i>	u shëruan <i>they were healed</i>

Non-active simple past conjugations are primarily formed by adding *u* to active simple past forms. The only exception to this is with the third person singular form. For *-uar*, *-yer*, and *-rë* verbs, remove the *r* and everything after the letter and add the *u* before the verb. Ex. *lexuar* - *u lexua* (it was read), *shërbyer* - *u shërbye* (it was served), *vrarë* - *u vra* (it was killed). For *-ur* verbs, simply remove *-ur* and add the *u*. Ex. *shitur* - *u shit* (it was sold).

Examples:

I **fika** dritat sepse është ora 10:30.  
*I **turned off** the lights because it is 10:30.*

Pse e **hape** derën? Kush janë këta djem?  
*Why did you **open** the door? Who are these boys?*

Fatkeqësisht, apostujt e Jezu Krishtit **u vranë**.  
*Unfortunately, the apostles of Jesus Christ **were killed**.*

## The Imperfect Past (Koha e Pakryer)

Actions that took place over a period of time in the past are expressed with the imperfect past conjugation. In addition, conditionals will use the imperfect past as well as verbs following a connecting "të" in the past tense.

In order to create the imperfect past conjugate, put the desired verb into the *ju* present tense then remove the *-ni* and add the following endings. Ex. *flas*- *flisni* (*flis-ni*)- *flisja*

Imperative Verb Samples			
Active		Non-active	
-ja	-nim	-(h)esha	-(h)eshim
-je	-nit	-(h)eshe	-(h)eshit
*-(n)te	-nin	-(h)ej	-(h)eshin

\*Include the *n* when the stem ends in a vowel.

Examples:

Kur **dilnim** në mëngjes **flisnim** gjithmonë me Gramozin.  
*When **we'd leave** in the morning, we always **used to speak** with Gramoz.*

Ata nuk **mbaronin** së shprehuri kenaqësinë që kishin përjetuar.  
*They didn't **stop** talking about the joy that they had experienced.*

Sa here që **shkonim** në Durrës ne **rrethoheshim** me kërkues.  
*Every time we **went** to Durrës we **were surrounded** with investigators.*

### Past Continuous (Po + Imperfect Past)

Similar to the present continuous tense, in order to form the past continuous tense, use the particle *po* followed by the imperfect conjugation of the verb. I.e., *Po shkoja* = *I was going*. Similar to *duke*, *po* is the English equivalent of *-ing*.

		Po + imperfect past	The duke equivalent
Po -ing	lexonim <i>We used to read</i>	Po lexonim <i>We were reading</i>	Ishim duke lexuar <i>We were reading</i>
	flisnin <i>They used to speak</i>	Po flisnin <i>They were speaking</i>	Ishin duke folur <i>They were speaking</i>
	vraponte <i>He used to run</i>	Po vraponte <i>He was running</i>	Ishte duke vrapuar <i>He was running</i>

Examples:

Ata **po lexonin** nga libri kur dëgjuan një trokitje te dera.  
*They **were reading** from the book when they heard a knock at the door.*

**Po shkoja** në kishë, por më erdhi një përshtypje të vij këtu.  
*I **was going** to the church, but an impression came to me to come here.*

Si u ndie ai rreth doktrinës për të cilën **po mendonte**?  
*How did he feel about the doctrine he **was thinking** about?*

### The Perfect Tenses (Kohët e Kryera)

The present perfect is formed by using a present tense form of *kam* (I have) plus a participle. A present tense form of *jam* (I am) is used with non-active verbs plus a participle. Ex. kam blerë, jam lodhur . . .

The past perfect is formed by using an imperfect past tense form of *kam* (I have) plus a participle. An imperfect past tense form of *jam* (I am) is used with non-active verbs. Ex. kisha blerë, isha lodhur . . .

The pluperfect is formed by using a simple past tense form of *kam* (I have) plus a participle. A simple past tense form of *jam* (I am) is used with non-active verbs. Ex. pata blerë, qeshë lodhur . . .

The Perfect Tenses							
Active				Non-Active			
	kam	Participle	Perfect Form		kam	Participle	Perfect Form
Present	kam	kemi	+ bërë = kanë bërë <i>they have done</i>	Present	jam	jemi	+ bërë = janë bërë <i>they have become</i>
	ke	keni			je	jeni	
	ka	kanë			është	janë	
Past	kisha	kishim	+ bërë = kishit bërë <i>you had done</i>	Past	isha	ishim	+ bërë = ishit bërë <i>you had become</i>
	kishe	kishit			ishe	ishit	
	kishte	kishin			ishte	ishin	
Pluperfect	pata	patëm	+ bërë = pati bërë <i>he had done</i>	Pluperfect	qeshë	qemë	+ bërë = qe bërë <i>he had become</i>
	pate	patët			qe	qetë	
	pati	patën			qe	qenë	

Examples:

Ata **kanë pasur** shumë gëzime në familjen e tyre.  
*They **have had** many joys in their family.*

Para aksidentit në fabrikë ai **kishte punuar** shumë.  
*Before the accident in the factory, he **had worked** a lot.*

!\* **pata dorëzuar** letrat para afatit të dhënë.  
*I **had submitted** the documents before the given due date.*

**Note:** Clitics should be placed before the *kam/jam* conjugation. *Pata i dorëzuar* is incorrect. *I pata dorëzuar* is correct.

## Activities

### Personal

#### Writing

- A. On a separate sheet of paper, form the simple past tense of the verbs below for each of the English translations. Check your answers.

1. <b>dëgjoj</b> to listen	2. <b>përkthej</b> to translate	3. <b>flas</b> to speak	4. <b>qesh</b> to laugh
I listened	I translated	I spoke	I laughed
you (sg.) listened	you (sg.) translated	you (sg.) spoke	you (sg.) laughed
they listened	they translated	they spoke	they laughed
we listened	we translated	we spoke	we laughed
you (pl.) listened	you (pl.) translated	you (pl.) spoke	you (pl.) laughed
he/she listened	he/she translated	he/she spoke	he/she laughed

- B. On a separate sheet of paper, form the simple past tense of the verbs below for each of the English translations. Check your answers.

1. <b>lutem</b> to pray	2. <b>pendohem</b> to repent	3. <b>nisem</b> to embark	4. <b>bëhem</b> to become
I prayed	I repented	I embarked	I became
you (sg.) prayed	you (sg.) repented	you (sg.) embarked	you (sg.) became
he/she prayed	he/she repented	he/she embarked	he/she became
we prayed	we repented	we embarked	we became
you (pl.) prayed	you (pl.) repented	you (pl.) embarked	you (pl.) became
they prayed	they repented	they embarked	they became



C. Correct the errors (bolded and starred) in the sentences below. Check your answers.

1. Maria e **\*përkthei** dokumentin në anglisht.  
*Maria translated the document into English.*
2. Jezu Krishti **\*u ringjalli** në ditën e tretë.  
*Jesus Christ was resurrected on the third day.*
3. Për herën e parë, sot ata zgjodhën të **\*luteshim** para nesh.  
*For the first time, today they decided to pray out loud in front of us.*
4. Ne dëgjuam që para pesë vitesh ti **\*takohet** shpesh me misionarët.  
*We heard that five years ago you met often with the missionaries.*
5. A e di ti përse ai nuk mund të **\*erdhi** te aktiviteti?  
*Do you know why he could not come to the activity?*

### Reading

D. Some past tense verbs have irregular forms that are very common and very useful. Pick the ones that would be most useful in your lessons. Then, memorize them and practice using them.

Examples:

Jezu Krishti **erdhi** për të na shëlbuar.  
*Jesus Christ **came** to redeem us.*

Apostujt **vdiquën**, dhe autoriteti i priftërisë **u zhduk** nga toka.  
*The Apostles **died**, and the authority of the priesthood **disappeared** from the earth.*

Ata **hëngrën** gjithçka që gatuam dhe akoma kishin uri!  
*They **ate** everything we cooked and were still hungry!*

### Writing

E. Translate the following sentences into Albanian. Check your answers.

1. We helped the old woman carry her suitcases across the street.
2. I believed in God until I got more involved in science.
3. Joseph Smith died in 1844.
4. We hoped that you would find a new job.
5. Jesus Christ was resurrected so that we could live again.

F. Translate the following sentences into English. Check your answers.

1. Unë jam penduar për mëkatet e mia të kaluara.
2. Perëndia na do të gjithë edhe pse kemi bërë gabime.
3. Ai pati qenë një herë udhëheqësi i misionit të degës në Elbasan.
4. Populli nuk ia dha lirinë profetit.
5. Ne ishim të varur nga duhani, por tani e kemi kapërcyer atë varësi.

## Companion

### Speaking

- G. Write down any verbs from the vocabulary you are working on. Have your companion quiz you on the past tense forms of those verbs.
- H. Tell a story to your companion using past tense verbs. Pay close attention to your selection of imperfect vs. simple past.
- I. Think of an experience from your past that strengthened your testimony. In 15 to 20 sentences, describe this experience using past tense. Share the story with your companion and ask for feedback. Discuss which of your current investigators would benefit from hearing this story and when you might share it with him or her. Take time in the future to do the same thing with other spiritually uplifting experiences.

### Reading

- J. Read *Dëshmia e Profetit Joseph Smith* on page ix of the *Libri i Mormonit*. Notice that the majority of this experience is written in the past tense. Identify all the past tense verbs, and pay attention to the narrative techniques being used here. How can you incorporate this into your own sharing of narratives? Retell the story to your companion with your own words, changing Joseph's first person verbs to the third person. Ask for feedback.

## Group

### Speaking

- K. Think of an experience in your past that helped you decide to come on a mission. Share the story with your district, and ask for feedback on your verb usage. Which investigators or members could benefit from hearing your experience? Strive to share it with them!
- L. In district meeting, describe an investigators progression, paying close attention to your selection of imperfect vs. simple past verbs. Ask for feedback if appropriate.
- M. In a room, have three different signs that say "Imperfect Past," "Present," and "Future." Give an example in English that uses a verb in one of those tenses, and everyone in the room has to go to the correct sign. *For example, if the sentence was "I would go to the store" (Unë do të shkoja në dyqan) because "go" in this sentence is used in the imperfect past, everyone would go to the sign that says "imperfect past."*

# Conjunctions (Lidhëzat)

## Examples

God's commandments are not a restrictive list of do's and don'ts **but** guidelines to a happy, abundant life.

Urdhërimet e Perëndisë nuk janë një listë kufizuese e gjërave që duhet të bëjmë dhe e atyre që nuk duhen bërë, **por** një rrugë udhëzuese që të çon drejt një jete të lumtur e të begatë.

Some few were called and ordained by the Spirit, and began to preach **as** the Spirit gave them utterance, and **though** weak, yet were they strengthened by the power of God.

Disa u thirrën e u shuguruan nga Shpirti dhe filluan të predikonin **ashtu siç** Shpirti i drejtoi të flisnin dhe **megjithëse** të dobët, ata u fuqizuan nga fuqia e Perëndisë.

The discipline contained in daily obedience builds an armor around you of safety from the temptations that beset you **as** you proceed through mortality.

Disiplina e përfshirë në bindjen e përditshme ngre rreth jush një mburojë sigurie nga tundimet që ju rrethojnë **tek**sa kaloni përmes vdekshmërisë.

God loves His children, **so** He provided a convincing way to confirm the truth of what we have said.

Perëndia i do fëmijët e Tij, **pra** Ai siguroi një mënyrë bindëse për të konfirmuar të vërtetën e asaj që ne kemi thënë.

Those who believe God's words **as** revealed through His prophet are blessed.

Ata që besojnë në fjalën e Perëndisë **ashtu siç** është zbuluar me anë të profetit të Tij, janë të bekuar.

Narrating

## Explanation

Conjunctions are unchanging words that serve to connect two or more words, phrases, or clauses. As in English, Albanian conjunctions are the linking words that combine two independent clauses and introduce dependent clauses. Conjunctions can be coordinating and subordinating.

## Coordinating Conjunctions (Lidhëzat Bashkërenditëse)

A coordinating conjunction joins two coordinating words, clauses, or sentences together (i.e., This and that, You or me).

There are coordinating conjunctions that add to, disjoin from, contrast with, show cause for, and expand coordinated clauses.

Coordinating conjunctions connect complete clauses.

Coordinating Conjunction Samples				
Main Clause		Conjunction		Main Clause
Ecte nga e shpinin këmbët		dhe		s'ishte i zoti as të mendonte se ç'duhej të bënte.
<i>He went wherever his feet took him</i>	+	<i>and</i>	+	<i>was not able to even think what he should do.</i>
Do të ikni prapë,		apo		do të rrini përgjithmonë?
<i>Are you going again,</i>		<i>or</i>		<i>are you going to stay permanently?</i>

Adding	dhe and	edhe and	e and			
	Edhe unë <b>edhe</b> shoku im, kemi ardhur në Shqipëri t'i shërbyer Zotit. <i>Both me <b>and</b> my companion have come to Albania to serve the Lord.</i>					
	Ne po e lexojmë Doktrinën <b>e</b> Besëlidje. <i>We are reading the Doctrine <b>and</b> Covenants.</i>					
Disjoining	apo or	a or	o or	ose or	as nor	
	Nuk kisha dyshim sa i përket profetëve <b>ose</b> për faktin që Zoti foli me ta. <i>I had no doubt concerning prophets <b>or</b> the fact that God spoke with them.</i>					
	A je me ta <b>o</b> a je me mua? <i>Are you with them <b>or</b> are you with me?</i>					
Contrasting	por, po but	mirëpo even so	teksta or	veç or	vetëm only	
	megjithatë nevertheless	ndërsa while	porse not only ..., but	kurse whereas	veçse except that	
	Më pëlqen basketbolli, <b>mirëpo (vetëm; megjithatë; por)</b> nuk loz mirë. <i>I like basketball, <b>even so (only; nevertheless; but)</b>, I don't play well.</i>					
	E pranoj ftesën që më bëre, <b>veçse</b> nuk mund të vij dot. <i>I accept the invitation you gave me, <b>and yet</b> I can't come at all.</i>					
	<b>Ndërsa</b> po shkonim në Shkodër, takuam një nga kërkuesit tanë. <i><b>While (when, as)</b> we were going to Shkodër, we ran into one of our investigators</i>					
Causal	andaj that is why, so	ndaj hence, so	prandaj therefore, so	pra so		
	Zoti e përkushtoi profetin, <b>andaj</b> ne e dëgjojmë atë. <i>The Lord set apart the prophet; <b>that is why</b> we listen to him.</i>					
	Ai ka ndjeshmëri ndaj të tjerëve, <b>pra</b> është i gatshëm të bëjë besëlidhje. <i>He is sensitive to others, <b>so</b> he is ready to make covenants.</i>					
Expanding	domethënë that is to say	bie fjala even so	për shembull for example	apo or rather	ose in other words	siç as, for example
	Priftëria erdhi nga i vetmi vend që mund të vinte, <b>domethënë</b> nga qielli. <i>The priesthood came from the only place it could come, <b>that is to say</b> from heaven.</i>					
	Bibla mëson për 'shabatin', që përkthyer në gjuhën shqipe i <b>bie fjala</b> "pushim." <i>The Bible teaches of the Sabbath, which translated into Albanian <b>means</b> "rest."</i>					
	A e doni Perëndinë, <b>ose</b> a i zbatoni urdhërimet e Tij? <i>Do you love God, <b>or in other words</b>, do you keep His commandments?</i>					

## Subordinating Conjunctions (Lidhëzat Nënrenditëse)

A subordinating conjunction introduces an incomplete dependent clause. Subordinating conjunctions connect main clauses and dependent clauses. There are subordinating conjunctions that indicate completion, location, time, cause, intention, comparison, condition, result, concession, and opposition.

Subordinating Conjunction Samples				
Main Clause		Conjunction		Dependent Clause
Fliste me zor <i>He spoke with difficulty</i>	+	sikur <i>as if</i>	+	ishte i sëmurë. <i>he was sick.</i>
Ca vite kishin kaluar <i>Some years had passed</i>		që <i>since</i>		nuk ishte ndier kështu. <i>he had not felt like this.</i>

Completion	se <i>that</i>	që <i>that</i>	nëse <i>whether / if</i>
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Më lejoni t'ju them **që** ju nuk zini vend dytësor në planin e Atit tonë.

*Let me say **that** you don't hold secondary place in our Father's plan*

Patjeter do ta kemi ndihmën e Zotit **nëse** i mbajmë urdhërimet e tij.

*Certainly we will have the Lord's help **if** we keep his commandments.*

Location	ke <i>where</i>	nga <i>from (to) where</i>	ngado <i>all over</i>	deri ku <i>up to where</i>	nga ku <i>from where</i>
	tek <i>where (at)</i>	kudo <i>wherever</i>		gjër ku <i>until where</i>	që ku <i>from where</i>

Ti vetë duhet të bëhesh vlerësues **deri ku** kemi arritur.

*You must be the judge of **how far** we have come.*

**Kudo** që të shkosh ka njerëz të mirë.

***Everywhere** you go, you find good people.*

Zoti është me ty **kudo (ngado)** që të shkosh.

*The Lord is with you, **wherever** you go.*

Time	kur <i>when</i>	sa <i>as long as</i>	si <i>as</i>	tek <i>while, as</i>	që nga <i>since</i>
	gjersa <i>until</i>	pasi <i>after</i>	ndërsa <i>while, as</i>	porsa <i>as soon as</i>	qëkurse <i>ever since</i>
	sapo <i>as soon as, just barely</i>	teksa <i>just when</i>	para se <i>before</i>	qysh se <i>from the time that</i>	sa kohë <i>as long as</i>

**Që nga** dita që kam ardhur në Shqipëri jam kënaqur.

*Since the day I came to Albania, I have enjoyed it.*

Do t'ua jap lajmin **sapo** të kthehen nga takimi.

*I will give them the news, **as soon as** they come back from their meeting.*

Ju nuk jeni të humbur kurrë për **sa kohë** që përpiqeni.

*You are never lost **as long as** you are trying.*

Ai punon në Berat **ndërsa** ajo shkon në Fier.

*He works in Berat **while** she goes to Fier.*

Cause	se for	sepse because	ngaqë because, since	pasi due to, owing to	derisa until
	gjersa since	përderisa insofar as	kur when	që in order that	që kur since
	meqenëse inasmuch as, being that	prejse from what	duke qënë se being that	posa që considering that	meqë being that
Pyesni kërkuesit të tregojnë <b>se</b> çfarë kanë mësuar. Ask the investigators to tell <b>for</b> what they have learned.					
Ajo nuk lëviz <b>derisa</b> t'i kapësh fort të dyja dorezat dhe ta shtysh! It doesn't move <b>until</b> you grab both handles and push it!					
Do të lexojmë nga Alma sot <b>meqë (duke qënë se; meqenëse)</b> ju pëlqeu. We'll read from Alma today <b>seeing that</b> you enjoyed it.					

Intention	që so that	me qëllim që from (to) where	në mënyrë që in order that / in such a way		
Do të studioj <b>që</b> të mund të jem i përgatitur. I'm going to study <b>so that</b> I can be prepared.					
Ai do lexojë <b>në mënyrë që (me qëllim)</b> të ndihmojë ty të kuptosh më mirë. He will read <b>in such a way</b> to help you understand better.					

Comparison	sa as much as	se than	si like, as	sesa than	
	sikurse as, like	sikundërse as, like	ashtu siç just like, as	porsi like, as	
Më shumë <b>se</b> dy vite më parë, isha unë <b>sikurse (si)</b> ti. More <b>than</b> two years ago, I was just <b>like</b> you.					
Ai pa një dritë në dhomë, <b>porsi</b> dielli! He saw a light in the room, <b>just like</b> the sun!					
Po bëre <b>ashtu siç</b> të kumi thënë do të dalësh mirë. If you did <b>as</b> we told you, you will be fine.					

Condition	në if	Po (simple past) if	nëse if	kur when, if	
	në qoftë se if, in may it be that	në rast se in case that	me kushte që provided that	sikur as soon as	
Ai mund të na ndihmojë <b>në rast se</b> s'mund të vish ti. He can help us <b>in case you</b> can't come.					
Ne do të vijmë <b>me kushtë qe</b> ti na jep ca mollë për të ngrënë. We will come <b>provided that</b> you will give us some apples to eat.					
Do ta jap <b>kur</b> të arrish në shtëpi. I'll give it to you <b>when</b> you come home.					
Mund të vish <b>po</b> deshe. You can come <b>if</b> you want.					

Result	sa so much that	saqë so much that	kaq sa so much that	kështu që so that	
	Ai vuajti aq shumë, <b>saqë (kaq sa)</b> pika të gjakut i dolën nga çdo por. He suffered greatly, <b>so much that</b> drops of blood fell from each pore.				
	Duhet të lutemi çdo ditë, <b>kështu që</b> shpirti mund të na shoqërojë kudo. We need to pray every day <b>so that</b> the Spirit can accompany us everywhere.				
Concession	megjithëse although, that being said	ndonëse even though	sado që however much	sido që no matter how	tek e fundit if not...
	edhe po even if	edhe pse even though	edhe sikur notwithstanding	edhe në [+ wishing tense] even if	
	Besimi nuk qëndron në mrekullitë <b>megjithëse</b> ato mund të na forcojnë. Faith is not centered on miracles, <b>although</b> they can strengthen us.				
	Lexojuni atyre nga shkrimet e shenjta <b>ndonëse</b> ata nuk kuptojnë gjithçka. Read to them from the scriptures <b>even though</b> they don't understand it all.				
	<b>Edhe sikur (edhe po)</b> të humbasësh ato që ke, fito dituri. <b>Even if</b> you lose that which you have, gain knowledge.				
	<b>Edhe në</b> jetofshim në kombe të huaja, aman jemi akoma shqiptarë. <b>Even if</b> we live in foreign lands, we are still Albanians.				
	<b>Tek e fundit</b> po shkoj unë vetë te shoh se ç'po bëhet. <b>If not</b> , I will just go myself to see that is going on.				
Opposition	në qoftë se if	ndërsa if, while	ndërkohë while, although	në vend që instead of	
	Duhet të flasim për parime <b>në vend që</b> të flasim për zbatimin e tyre. We can talk about principles <b>instead of</b> talking about application.				
	U ula në radhën e fundit, <b>ndërkohë</b> që ai u ul te podiumi. I sat on the last row <b>while</b> he sat at on the stand.				

# Activities

## Personal

### Writing

A. Match the following conjunctions with their definitions. Use the sentences for context. Note some of these conjunctions may have more than one meaning; however, given the context, it should be apparent which meaning is being used. Check your answers.

- |                 |                |   |
|-----------------|----------------|---|
| 1. nëse         | a. as soon as  | Kam për t'i ngrënë gjithë këto çokollata nëse nuk i heq nga tavolina.           |
| 2. ndërsa       | b. from where  | Nefi punonte fortë ndërsa vëllezerit e tij ankohehin.                           |
| 3. sikur        | c. even though | Jozef Smithi u ndie sikur ishte në qiell, ndërsa po i fliste Perëndisë.         |
| 4. derisa       | d. when        | U luta derisa erdhi shpirti.  |
| 5. porsa        | e. until       | Porsa të arrish, na njofto.   |
| 6. si           | f. if          | Si thashë më përpara, Perëndia nuk na harron.                                   |
| 7. sepse        | g. while       | Helamani i mësoi fëmijët e tij sepse dëshi ta kujtonin Jezu Krishtin.           |
| 8. sapo         | h. because     | Sapo erdha e dëgjova lajmin.  |
| 9. kur          | i. only        | Kur do të vish për vizitë?  |
| 10. nga         | j. if          | Nga do vish?  |
| 11. edhe pse    | k. therefore   | Edhe pse ishte vapë e madhe, eca derisa arrita në shtëpi.                       |
| 12. në qoftë se | l. as soon as  | Në qoftë se flisni shqip më lini një mesazh.                                    |
| 13. prandaj     | m. as/like     | Pjetri besonte shumë në Krisht, prandaj ai u bë kryeapostull.                   |
| 14. vetëm       | n. neither/nor | Besoj se jo vetëm që duhet të jem këtu, por dhe që Zoti më zgjodhi të jem këtu. |
| 15. as          | o. as if       | Nuk duhet të pimë as alkool as kafe, ngaqë të dyjat janë të dëmshme.            |



B. Fill in the blank with the correct Albanian conjunction.

1. \_\_\_\_\_ (because/being that) jam më i madhi prej nesh, unë duhet të jem udhëheqësi!
2. Ai deshi të vinte për t'na ndihmuar në mësim, \_\_\_\_\_ (even though) s'është pagëzuar akoma.
3. \_\_\_\_\_ (as soon as) fillova kur m'u kujtua që kisha lënë veglat e nevojshme në shtëpi.
4. Ajo do të kishte ardhur me ne \_\_\_\_\_ (however) ra sëmurë dhe nuk mundi.
5. Kam qenë duke u përgatitur për misionin tim gjatë gjithë jetës sime, \_\_\_\_\_ (therefore) jam shumë i gëzuar të jem këtu!
6. Bëmë shumë gjëra sot! Sollëm kërkuesit tonë në kishë \_\_\_\_\_ (and) madje kishim katër mësim!

C. Translate the following sentences into Albanian. Check your answers.

1. While we were street-contacting, I talked to a nice man.
2. If I drink this dhallë, then I can say I tried something new.
3. Even though I don't know how to speak well, I can still invite the Spirit.
4. If only I could speak with the tongue of angels.
5. I was acting as though I was a prophet.

D. Translate the following sentences into English. Check your answers.

1. Kur do të fillojmë të studiojmë më shumë?
2. Duhet të veprojmë ashtu siç vepronte Jezusi.
3. Sapo kuptova që jemi fëmijë të Perëndisë.
4. Sado që dështojmë, Perëndia akoma na ndihmon.
5. Jam këtu sepse e kuptoj Ungjillin.

### Listening

- E. Throughout the day, pay close attention to ways native speakers use conjunctions to string together phrases or to add richness and depth. Take note of how you can incorporate conjunctions into your own speaking to add nuance where appropriate.

## Companion

### Speaking

- F. With your companion, choose a few new conjunctions to test out while contacting or during lessons. Ask for feedback throughout the day.

- G. Role play teaching a 15-20-minute lesson of your choice. The first companion starts teaching and keeps speaking until he/she uses a conjunction, at which point the next companion completes the sentence and picks up the lesson. Continue switching off until the lesson is completed.

### Reading

- H. For each of the conjunctions listed below, read the scripture given, and note how the conjunction is used. Then, practice teaching the scripture to your companion as if he or she was one of your investigators. Get feedback on your use of conjunctions.

**Ngaqë:** Alma 52:21

**Sapo:** Helamani 9:6

**Duke qenë se:** Mosia 26:1

**Sepse:** Ethëri 12:6

**Edhe pse:** Alma 5:37

**Përderisa:** 2 Nefi 27:25

**Prandaj:** 1 Nefi 2:16

**Sikur:** Mosia 14:7

## Companion

### Speaking

- I. Make a list of five or so conjunctions. Practice teaching someone in your district a principle using those conjunctions. Check them off your list as you use them. Then have your partner do the same. Give each other feedback on your use of conjunctions.
- J. As a district, discuss the various conjunctions and when it's appropriate to interchange them. In particular, when might you use *ngaqë* versus *meqë*, or *duke qenë se*?
- K. With your district, have someone begin telling a story "popcorn style." Every time someone uses a conjunction, the next person starts adding to the story until they say a conjunction and so on. Alternatively, open to a chapter in the Book of Mormon, and begin reading again. Switch to the next reader every time you encounter a conjunction.

### Reading

- L. Below is a list of scripture stories. With your district, have each missionary choose and read a passage (in Albanian) that would help one of their investigators progress (you may choose a passage not listed below). Then, summarize the story focusing on using the grammar from this section to concisely explain the sequences of events. Also, ensure you understand all the vocabulary in each scripture story.

First Vision: JSH 1:11–19

Garden of Gethsemane: Luke 22:29–46

Vision of the Tree of Life 1 Ne: 8:9–34

Jesus Walks on Water: Matthew 14:22–33

Nephi Breaks His Bow 1 Ne: 16:14–32

Temptation of Jesus: Matthew 4:1–11

## Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

### Narrate Experiences and Tell Stories

- Past Tense
- Conjunctions

## Activities

### Personal

#### Speaking

- Speaking into a recording device or writing in your journal, record the events of the day in Albanian. Describe in detail what went well and what didn't turn out like you wanted. Describe how you could do better tomorrow. Record those goals in your daily planner. Follow-up with yourself in your journal the next night about how you did. Pay attention to your use of past tense indicators as you write and speak.
- Many conjugations are frequently shortened in Albanian, both spoken and written. Practice shortening one or two for a whole day, by conscientiously replacing the shorter version in every situation. Notice how Albanians use the different words in everyday speech. Native speakers use one more often than the other, but pay attention to when each word is used. Also try to use some of the alternate forms of words even though they are not technically shorter.
  - edhe = dhe = e
  - apo = a
  - ose = o
  - në qoftë se = nëse = me kushte që
  - sepse = ngaqë = meqenëse = duke qenë se = meqë

#### Reading

- Read the following scriptures, looking for conjunctions and past tense
  - Alma 52:21
  - Mosiah 19:15
  - 2 Nephi 25:4
  - Alma 7: 21

## Writing

- D. On a separate sheet of paper, translate the following sentences into Albanian. Check your answers. This activity assumes you understand past tense.
1. I was baptized last Saturday.
  2. Did you (ju) have an opportunity to read the chapter?
  3. My mother used to come to church last year.
  4. Christ visited the people that were in the Americas.
  5. Technology was used to help share the gospel.
  6. Were you (ti) able to pray last night?
  7. Joseph Smith translated the Book of Mormon.

## Companion

### Speaking

- E. Describe what has happened in the following pictures, using the past tense. Check your answers by asking your companion to check your vocabulary. Describe them in the past continuous, "They were repenting" or "He was wondering." Everytime you use the past continuous, write it down and then find the other form, whether it is "po" or "duke."



### Listening

- F. Choose a verb that you are currently memorizing. Conjugate the verb into the present tense, then have your companion say the past tense of the same verb. Then have your companion say a verb he or she is working on in the present tense, and you conjugate it into past tense. Practice back and forth until you and your companion have practiced all your verbs. Once you've said it in the past tense, practice using it in the past continuous form, using "po" and "duke."

### Reading

- G. Read the following scriptures in Albanian and then answer the questions below. Pay attention to how the past tense is used in each verse.

1. 1 Nefi 3:27

2. Alma 46 Introduction

3. Alma 43:5

1. What words are in past tense? What do they mean and what cases do they force?
2. Take every verb that is in present or future tense and put it in past tense.

## Writing

H. On a separate sheet of paper, translate the following sentences into Albanian. Check your answers. This activity assumes you understand past tense and conjunctions.

1. We were taught the truth, therefore we should teach it to others.
2. He didn't drink neither coffee nor tea, yet he wouldn't commit to live the Word of Wisdom.
3. Both faith and repentance were necessary for Alma's conversion.
4. Some believers followed the prophets in everything, whereas others only obeyed a few of their words.
5. I would come to church provided that someone comes with me.
6. Many ordinances were performed last week at the new temple.
7. Where were you (ti) born, that is to say, are you from Albania?

# Asking and Answering Questions of Cause and Effect

## Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **If** we want to receive God's blessings, we must be obedient to His commandments. (Conditionals)
- The angel Moroni **gave Joseph Smith the plates** when he was prepared **to receive them**. (Clitics)
- **Through Jesus Christ**, we can all be saved. (Ablative Case)
- We must listen **closely** in order to hear the promptings of the Holy Ghost. (Adverbs)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that these principles will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

### Doctrines from the Lessons

- "The Great Apostasy" (Why was there a Great Apostasy?)
- "The Restoration of the Gospel of Jesus Christ through Jesus Christ" (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- "The Book of Mormon: Another Testament of Jesus Christ" (How did Joseph Smith translate the Book of Mormon?)
- "Agency and the Fall of Adam and Eve" (What would have happened if Eve hadn't partaken of the fruit?)
- "The Atonement" (Where would we be without the Atonement? Why did Christ suffer for us?)
- "The Resurrection, Judgment, and Immortality" (How will we be judged after the resurrection?)
- "Through Christ We Can Be Cleansed from Sin" (We can't be cleansed from our sins unless what?)
- "Faith in Jesus Christ" (What do we believe when we have faith? How do we act?)
- "Repentance" (What will happen if we don't repent?)

### Tasks from *Missionary Vocabulary and Phrases Book*

- "Extend Commitment Invitations" (What blessings will they receive after they have kept their commitment?)
- "Use the Scriptures" (How would the scripture apply to the life of the investigator?)
- "Obtain Referrals" (How and when should you contact a referral you have received?)

# Conditionals (Mënyra Kushtore)

## Examples

We <b>must show</b> that we <b>will follow</b> His commandments.	Ne <b>duhet të tregojmë</b> që do <b>t'i ndjekim</b> urdhërimet e Tij.
Bring a member with you to every lesson, <b>if it is</b> possible.	Merrni me vete një anëtar në çdo mësim <b>po të jetë</b> e mundur.
They <b>could</b> now <b>have</b> children, so the rest of God's spirit children <b>could come</b> to earth.	Ata tani <b>mund të kishin</b> fëmijë, kështu që pjesa tjetër e fëmijëve shpirtëror të Perëndisë <b>mund të vinte</b> në tokë.
This parable teaches us that a universal apostasy <b>would take place</b> .	Kjo shëmbëlltëyrë na mëson se <b>do të ndodhte</b> një braktisje e përgjithshme.
After we are resurrected, we <b>will be</b> immortal.	Pasi të ringjallemi, <b>do të jemi</b> të pavdekshëm.

## Explanation

Conditional and future expressions in English such as can, could, may, might, shall, should, will, and would are expressed in Albanian using certain model words in combination with subjunctive mood verb forms.

The words mund (able), duhet (must), and do (wants) are used in conjunction with subjunctive mood verb forms. To express present or future tense understandings, present subjunctive forms are used with mund, duhet, and do.

### Subjunctive Mood with Conditional and Future Expressions

To express past tense understandings, imperfect past subjunctive verb forms are combined with mund, duhet, and do. The imperfect past typically carries the "used to . . ." understanding: the action was performed continuously in the past. When the subjunctive imperfect past is used with a conditional, it carries the "could have . . .," "should have . . .," or "would have . . ." understanding: an action that was intended to have been performed but was not.

Sample Conditional Constructions					
		<b>mund</b> <i>able (can)</i>	<b>duhet</b> <i>must</i>	<b>do</b> <i>wants (will)</i>	<b>po</b> <i>if</i>
Present/Future	Active	mund <b>të bëj</b> <i>I can do</i>	duhet <b>të bëj</b> <i>I must do</i>	do <b>të bëj</b> <i>I will do</i>	po <b>të bëj</b> <i>if I do</i>
	Non-active	mund <b>të shpëtohem</b> <i>I can be saved</i>	duhet <b>të shpëtohem</b> <i>I must be saved</i>	do <b>të shpëtohem</b> <i>I will be saved</i>	po <b>të shpëtohem</b> <i>if I am saved</i>
Past Imperfect	Active	mund <b>të bëja</b> <i>I could do</i>	duhet <b>të bëja</b> <i>I should do</i>	do <b>të bëja</b> <i>I would do</i>	po <b>të bëja</b> <i>if I did</i>
	Non-active	mund <b>të shpëtohesha</b> <i>I could be saved</i>	duhet <b>të shpëtohesha</b> <i>I should be saved</i>	do <b>të shpëtohesha</b> <i>I would be saved</i>	po <b>të shpëtohesha</b> <i>if I was saved</i>

Present Perfect	Active	mund <b>të kem bërë</b> <i>I can <b>have done</b></i>	duhet <b>të kem bërë</b> <i>I must <b>have done</b></i>	do <b>të kem bërë</b> <i>I will <b>have done</b></i>	po <b>të kem bërë</b> <i>if I <b>have done</b></i>
	Non-active	mund <b>të jem shpëtuar</b> <i>I can <b>be saved</b></i>	duhet <b>të jem shpëtuar</b> <i>I must <b>be saved</b></i>	do <b>të jem shpëtuar</b> <i>I will <b>be saved</b></i>	po <b>të jem shpëtuar</b> <i>if I <b>am saved</b></i>
Past Perfect	Active	mund <b>të kisha bërë</b> <i>I could <b>have done</b></i>	duhet <b>të kisha bërë</b> <i>I should <b>have done</b></i>	do <b>të kisha bërë</b> <i>I would <b>have done</b></i>	po <b>të kisha bërë</b> <i>if I <b>had done</b></i>
	Non-active	mund <b>të isha shpëtuar</b> <i>I could <b>have been saved</b></i>	duhet <b>të isha shpëtuar</b> <i>I should <b>have been saved</b></i>	do <b>të isha shpëtuar</b> <i>I would <b>have been saved</b></i>	po <b>të isha shpëtuar</b> <i>if I <b>had been saved</b></i>

Examples:

Nuk **mund t'i flisja** presidentit sot, por kemi një takim nesër.  
*I **could not speak** to the president today, but we have a meeting tomorrow.*

Para se të pagëzohemi **duhet të pendohemi**.  
*Before we are baptized we **should/must repent**.*

**Do të isha** gati, por nuk fjeta fare mbrëmë.  
*I **would have been** ready, but I did not sleep at all last night.*

**Po të kishte ardhur** shoku im me mua, unë **do të kisha shkuar**.  
*If my companion **had come** with me, I **would have gone**.*

## Duhej

The imperfect past form of the word duhet (is needed) is duhej (was needed). Duhej is used occasionally with past tense forms of duhet.

Examples:

Ajo **duhej të lutej** vetë për të fituar një dëshminë të Librit të Mormonit.  
*She **had to pray** herself to gain a testimony of the Book of Mormon.*

## Do të vs. kam për të

It should be noted that the alternate way of forming the future tense can also be used to form conditionals (i.e., rather than saying do të shkoj one could say kam për të shkuar). They both mean "I will go," however, the latter has a connotation of urgency or necessity. *I have to go* rather than *I will go*.

Examples:

Ai **kishte për t'i mbaruar** detyrat e shtëpisë por ra në gjumë para se t'i bënte.  
*He **had to finish** his homework, but he fell asleep before he did it.*

Ai **do t'i mbaronte** detyrat e shtëpisë por ra në gjumë para se t'i bënte.  
*He **would have finished** his homework, but he fell asleep before he did it.*



## Advanced Principles for Mastery

Once a firm grasp has been made on the principles of conditionals using the imperfect past verb tense, you will feel the desire to make your speech more succinct. There are a number of alternative ways to make a sentence conditional. These various ways are discussed below.

### Po

Po can be used in another conditional construction that isn't followed by the subjunctive të. When followed by a verb in the simple past, po takes on the meaning if.

Examples:

**Po deshët**, mund të vini në kishë me ne.

***If you want**, you can come to church with us.*

**Po erdhi** Artani të luaj, unë nuk vij dot.

***If Artan came** to play, I would not come at all.*

### Në + Optative

There exists a more literary or archaic way of forming "if-then statements" using the preposition në. You are likely to encounter this from the older generation, especially as you get farther north. To form this construction, add a verb conjugated in the optative mood to në.

në + properly conjugated  
verb in *optative* mood

Examples:

Kam për të hequr dorë nga kjo ide **në folsh** keq për të.

*I will give up this idea **if you speak** ill of it.*

Note: This is where the construction *në qoftë se* comes from. *In may it be that = if*

### No Modal Verb

Occasionally a modal verb is dropped and is merely implied by context. This is usually only done in questions. This is accomplished by keeping the verb in the subjunctive form with a të preceding it.

Examples:

**Të shkojmë** tani ose **të presim** dhe pak?

***(Should) we leave** now or **(should) we wait** just a little longer?*

**Të vish** bashkë me ne ose s'të lejon mami?

***(Can) you come** along with us or will your mother not let you?*

# Activities

## Personal

### Writing

A. Translate the following sentences into Albanian. Check your answers.

1. If we leave now, we can arrive on time.
2. If he would have quit smoking, he could have been baptized.
3. What will you think if we do this?
4. We could go to church if we had a car.
5. I will always remember the people of Albania.

B. Translate the following sentences into Albanian. Check your answers.

1. Do ta kisha bërë atë, por harrova se akoma kisha detyra shtëpie.
2. Çfarë mund të ishin duke mësuar?
3. Ne duhet të pendohemi për çdo mëkat që kemi kryer.
4. Nesër do të kemi një mësim në fshatin Gramsh.
5. Çdo ditë ne duhet t'i studiojmë shkrimet e shenjta.

### Speaking

C. Set a goal to try to use a different form of "if" than you normally use. For example, if you have the tendency to use "nëse" a lot, try to use "po të" instead. Ask natives for help to better understand the uses of each.

### Reading

D. Read a chapter from *Preach My Gospel* in Albanian, and look for examples of conditionals.

## Companion

### Speaking

E. With your companion, practice making dialogue using the conditional forms from this section.

### Writing

F. Write down five examples of promises you could extend to your investigators using conditional sentences. For example: Nëse e lexoni Librin e Mormonit çdo ditë, ju do të mund të merrni përgjigje për pyetjet tuaja. ("If you will read the Book of Mormon every day, you will be able to receive answers to your questions.")

### Reading

- G. Study Alma 36 and look for examples of conditionals. Discuss with your companion anything you don't understand.

### Writing

- H. Write down some examples of conditional phrases on flash cards. Show them quickly to your companion to give you the proper translation. Make new cards as you begin to translate the cards you have with ease. For example, you might write "Unë do të lexoja" on one side and "I would read" on the other. Switch back and forth between showing the Albanian side first and the English side first to make it more challenging.

## Group

### Speaking

- I. Take turns creating an elaborate excuse using as many different conditionals as you can think of in Albanian. Each person must build off the previous person's excuse. For example, the dialogue might go something like this:
- Person 1: "Unë do të vija, por kam detyra shtëpie." (I would come, but I have homework.)
- Person 2: "Ai mund ta bënte po të kishte më shumë kohë." (He could have done it if he had more time.)
- Person 3: "Ju do të kishit kohë po ta bënit më herët." (You would have had time if you had done it earlier.)
- J. Have one person play the part of an investigator. He will explain why he cannot or doesn't want to keep a commitment. One by one, the other group members will respond by extending the commitment with a promise using a conditional. For example, if the investigator says he doesn't think he can stop smoking, you might respond with, "Po t'i lutesh Perëndisë, do të marrësh fuqi nga Ai." (If you pray to God, you will receive strength from Him.)
- K. Have the group study different ways to say "if." The next time you all meet discuss what you have learned.
- L. In a room have three different signs that say "Imperfect Past," "Present," and "Future." Give an example in English that uses a verb in one of those tenses and everyone in the room has to go to the correct sign. For example, if the sentence was "I would go to the store" (Unë do të shkoja në dyqan) because "go" in this sentence is used in the imperfect past, everyone would go to the sign that says "imperfect past."

## The Ablative Case (Rasa Rrjedhore)

### Examples

A home established on gospel principles will be a place of <b>refuge</b> and <b>safety</b> .	Një shtëpi e themeluar mbi parimet e ungjillit do të jetë një vend <b>mbrojtjeje</b> dhe <b>sigurie</b> .
By following the gospel path, we can draw closer to <b>God</b> .	Duke e ndjekur udhën e ungjillit, ne mund të afrohem më pranë <b>Perëndisë</b> .
Determine what types <b>of</b> family history <b>resources</b> are available in your area.	Përcaktoni se çfarë lloj <b>burimesh</b> të historisë familjare ekzistojnë në zonën tuaj.
We found opportunities to help them in a variety <b>of</b> simple <b>ways</b> .	Gjetëm mundësi për t'i ndihmuar ata në një sërë <b>mënyrash</b> të thjeshta.
Adam and Eve were created after God's <b>image</b> , with bodies <b>of</b> <b>flesh</b> and <b>bones</b> .	Adami dhe Eva u krijuan sipas <b>shëmbëlltyrës</b> së Perëndisë, me trupa prej <b>mishi</b> dhe <b>kockash</b> .

### Explanation

Nouns which follow ablative prepositions are in the ablative case. Additionally, the ablative nouns serve as qualifiers.

In this section we will show how the ablative case influences gender, plurality, and definiteness.

### Ablative Declensions (Lakimet Rrjedhore)

Dative Declension					Chart Example			
	Singular		Plural		Singular		Plural	
	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite	Indefinite	Definite
Masculine	-i/-u	-it/ut	-sh	-ve	shok- <b>u</b> a friend	shok- <b>ut</b> the friend	shokë- <b>sh</b> friends	shokë- <b>ve</b> the friends
Feminine	-e/-je	-s(ë)			fushë a field	fushë- <b>s</b> the field	fusha- <b>sh</b> fields	fusha- <b>ve</b> the fields

Note that all the endings in dative, genitive, and ablative are the same excluding ablative plural indefinite.

Note that the plural endings **-sh** and **-ve** are attached to the indefinite plural endings discussed in the plurality section.

## Ablative Prepositions (Parafjalë Rrjedhore)

Nouns which follow Ablative prepositions become ablative. Ablative prepositions include but are not limited to the following:

### Ablative Prepositions

majë atop	sipër above	drejt straight	larg far	para	përposh below	rrotull around
				in front of, before		
midis between, among	anëmbanë all over	gjatë along, during	matanë on the other side	pas behind, after	përreth round about	sipër above
buzë along the edge of	anës beside	jashtë outside	mes in the middle of	përballë opposite	përsipër above	tatëpjetë down(ward)
rrëzë at the foot of	ballë in front of	këtej this way	ndanë beside	përbri beside	poshtë below	tutje beyond
afër near	bri beside	krahas alongside	mdërmjet among	përkrah alongside	pranë near	veç only, just, except
larg far	faqe at the cheek of	kundër against	nëpëmes through	përmes through	prapa behind	për
përtej beyond, across	brenda inside	kundrejt across, opposite	nëpërmjet by means of, through	përpara before	rreth around	

\*When shortened to ç', the connected noun becomes accusative indefinite (eg. ç'mësim).

Note: Nouns following the preposition prej can be indefinite even when not preceded by an indefinite quantifier (një disa, etc.).

Examples:

**Nepërmjet shlyerjes** së Krishtit ne mund të pastrohemi.

***Through the Atonement** of Christ we can become clean.*

*Shlyerjes* is ablative because it follows the preposition *nepërmjet*.

Për momentin ka misionarë në çdo vend të Kosovës **përveç Gjilanit**.

*For the moment, there are missionaries in every location in Kosovo **except Gjilan**.*

*Gjilanit* is ablative because it follows the preposition *përveç*.

Duhet të lutesh **para studimit** të shkrimeve të shenjta.

*You should pray **before** scripture **study**.*

*Studimit* is ablative because it follows the preposition *para*.

## Ablative Qualifiers (Kualifikues Rrjedhor)

Ablative nouns can follow other nouns to further describe them. Compare the following sentences which illustrate this principle in comparison with adjectives:

Ablative Qualifier Sample	
A mund të më japësh një lugë <b>druri</b> ? <i>Can you give me a <b>wood</b> spoon?</i>	In this sample the noun <i>druri</i> 'wood' is used in its singular ablative indefinite form. It performs the function of an adjective while remaining a noun.
A mund të më japësh një lugë <b>të madhe</b> ? <i>Can you give me a <b>large</b> spoon?</i>	In this sample, the adjective <i>e madhe</i> 'large' describes the noun <i>lugë</i> 'spoon,' similar to the ablative qualifying noun.

This declension occurs when the noun being described is indefinite and the noun that would originally be genitive is indefinite as well.

In the following table, an illustration of different circumstances reflects the possible combinations of definite and indefinite nouns. Pay particular attention to the final entry involving the ablative declension.

Ablative Qualifier Sample		
Genitive	Definite and Definite	Fusha e luleve <i>The field of the flowers</i>
Genitive	Definite and Indefinite	Fusha e luleve <i>The field of flowers</i>
Genitive	Indefinite and Definite	Një fushë e luleve <i>A field of the flowers</i>
Genitive	Indefinite and Indefinite	Një fushë <b>lulesh</b> <i>A field of flowers</i>

\*Note: Ablative is only used as a qualifier when both nouns are **indefinite**.

Rule of Thumb: Ask yourself "what type of (noun)?" and that word is an ablative qualifier. What type of spoon? A wooden spoon. What type of juice? Apple juice. What type of field? A field of flowers.

Examples:

Për mëngjes ne pinim lëng **molle**.  
*For breakfast, we drank **apple** juice.*

Misioni është një mundësi **bekimesh** për të gjithë ata që shërbejnë.  
*A mission is an opportunity for **blessings** for all who serve.*

Gjeni një vend **studimi** dhe pastaj uluni dhe lutuni për Frymën e Shenjtë.  
*Find a **study** place and then sit and pray for the Holy Ghost.*

## Advanced Principles for Mastery

### The Preposition Për

While normally an accusative preposition, *për* can be used with the indefinite ablative case to show what part of body is being affected by the action of a verb.

Examples:

Ai më kapi **për fyti**.  
*He grabbed me **by the throat**.*

### “Genitive” Prepositions

me anë <i>by means (of)</i>	në mes <i>in the middle/mist (of)</i>	falë <i>thanks (to)</i>
në bazë <i>based on/at the base (of)</i>	për shkak <i>because (of)</i>	

The above prepositional phrases typically have genitive constructions/objects by adding an article after the final word (*me anë të*, *në mes të*, etc.).

However, the article can be dropped and an ablative construction can be used instead. In these cases, they have the same meaning as the genitive constructions; the only difference is that the object is in the indefinite form when ablative.

Contrast the following:

Examples:

me anë të bisedimeve <i>by means of discussions</i>	me anë <b>bisedimesh</b> <i>by means (of) <b>discussions</b></i>
në mes të tyre <i>in the midst of them</i>	në mes <b>tyre</b> <i>in the midst (of) <b>them</b></i>

### Ablatives used in an Adverbial Manner

The ablative also sometimes occurs in an adverbial context.

For example, the phrase, *jemi rrugës*, is often used to imply that we're coming or we're on our way.

Likewise, one could also say *bën shumë nxehtë në Shqipëri verës*, to say it gets very hot in Albania in the summer.

There's no hard-fast rule for when you can and can't use this, so you'll have to listen to native usage to find more of these “adverbial” ablative constructions.

# Activities

## Personal

### Reading

- A. Identify the nouns in ablative case in the following paragraphs. Circle them. Where applicable, underline the ablative preposition. Check your answers.

“Së treti, ne mund t’i ndihmojmë fëmijët tanë të kuptojnë se si Shpirti u flet atyre. Jozef Smithi dha mësim: “Nëse Ai vjen te një fëmijë i vogël, Ai do t’ia përshtatë veten e Tij gjuhës dhe aftësisë së një fëmije të vogël”. Një nënë zbuloi se ngaqë fëmijët mësojnë në mënyra të ndryshme – disa mësojnë nëpërmjet shikimit, dëgjimit, prekjes ose të ndierit – sa më shumë që i vëzhgonte fëmijët e saj, aq më shumë e kuptonte që Fryma e Shenjtë po u jepte mësim fëmijëve të saj në mënyra se si mund të mësonin më mirë.” (Dhurata Udhërrëfyese e Një Fëmije, Mary R. Durham, Liahona Prill 2016)

“Pas një skenë ngatërrese të madhe dhe ndjenjash të këqija pasoi—prifti duke u grindur kundër priftit dhe besimtari kundër besimtarit; kështu që të gjitha ndjenjat e tyre të mira për njëri-tjetrin, nëse kishin patur ndonjëherë, u humbën plotësisht në një zënie fjalësh dhe ndeshje mendimesh. (Jozef Smith--Historia 1:6, Perla Me Vllër të Madhe)

“Tani, nëse mund të lija një mesazh të vogël me ju sot, do të ishte ky: Zoti ka thënë: ‘Ta doni njëri-tjetrin; sikurse unë ju kam dashur’ Kam besim se nuk ka asnjë zgjedhje, mëkat apo gabim që ju ose çdo njeri tjetër mund të bëjë, që do ta ndryshojë dashurinë e Tij për ju ose për ata. Kjo nuk do të thotë që Ai e shfaqëson apo miraton sjelljen mëkatore – jam i sigurt që Ai nuk e bën këtë – por do të thotë që ne duhet t’u drejtohem bashkënjerezve tanë me dashuri për t’i ftuar, bindur, shërbyer e shpëtuar. Jezu Krishti vështroi përtej racës, pozitës dhe rrethanave të njerëzve, me qëllim që t’ua mësonte atyre këtë të vërtetë të thellë.” (Qëndroj Plot Habi, Ronald A. Rasband, Nentor 2015, 90)

### Writing

- B. Fill in the blank with the noun in parentheses, putting it in the ablative case. Check your answers.

1. Ai po vështronte përtej _____. (horizont)	4. Sipas _____ të Gjonit, ne fituam. (mendim)
2. Jam prej _____. (fshat)	5. Nëpërmjet _____ do të ringjallemi. (Shpëtimtar)
3. Ne jetojmë pranë _____. (gjyshe-grandma)	6. Ai jeton në një vend përtej _____. (kodër-hill)

- C. Translate the following sentences into Albanian, and identify the ablative nouns. Check your answers.

1. My family lives on the other side of a lake.	4. Except for the Book of Mormon, I have read every religious book.
2. During the meeting, the man prayed!	5. We know that Joseph Smith restored the gospel through the Holy Ghost.
3. I like to drink apple juice.	6. I saw a pillar of light exactly above my head!



- D. Each of the following sentences has a bolded error. Correct the errors, and check your answers. The English translations given indicate the meaning of the sentence, not necessarily the word-for-word translation.

1. Kam një lugë **drurit**.

*I have a wooden spoon.*

4. Ajo jeton shumë larg **kishën**, prandaj e ka të vështirë që të shkojë në kishë.

*She lives far away from the church, so she finds it hard to go to church*

2. Ne marrim bekime prej **Perëndinë**.

*We receive blessings from God.*

5. Do të jap një prezantim para **klasa**.

*I will give a presentation before the class.*

3. Supermarketi është pranë **lumis**.

*The super market is close to the river.*

6. Prej **gëzimin** u hodh përpjetë.

*He jumped for joy.*

- E. Translate the following phrases into Albanian using the ablative in each case. Check your answers.

1. goat cheese

6. district meeting

11. iron rod

2. piece of silk

7. lamb meat

12. yogurt casserole

3. wool blanket

8. crowd of people

13. babies' cradles

4. Morava honey (honey from fshati Morava)

9. olive oil

14. corncob (kallëp)

5. train movements

10. chick (bird from hen)

15. wooden spoon

## Companion

### Writing

- F. With your companion, practice making sentences using the following ablative or genitive prepositions. If there are any you're unfamiliar with, write them down and practice using them throughout the day.

prej	afër	falë	në mes
anës	krahas	përveç	me anë
buzë	larg	sipas	pas
mbrapa	brenda	drejt	përtej
mes	midis	përballë	jashtë

### Speaking

- G. Talk with your companion about what different circumstances might cause the ablative case to be used. For instance, when saying *type of* or *kind of*, the ablative case is used (i.e., I have a kind of cancer, *Unë kam një lloj kanceri*; He is a type of Christ, *Ai është një lloj Krishti*. etc.).

### Reading

- H. With your companion, read the following scriptures and identify the ablative case. Check your answers. Then, discuss how you can use such ablative constructions in your own language.

- |                  |                  |                 |                 |
|------------------|------------------|-----------------|-----------------|
| 1. 1 Nephi 3:16  | 2. 1 Nephi 16:11 | 3. 2 Nephi 5:15 | 4. Mosiah 27:21 |
| 5. Alma 43:18–19 | 6. Alma 60:17    | 7. Helaman 3:9  | 8. Moroni 7:46  |

### Listening

- I. Throughout the day's activities, pay close attention to natives' use of the ablative case. Do you encounter it often? When does it seem to be used more? Talk to your companion about what you noticed and learned. Set a goal as a companionship to use what you learn.

## Group

### Speaking

- J. With your district, discuss the difference between *mbledhja e distriktit* and *mbledhje distrikti*. When do you hear such constructions often? How can you use the ablative case more in your teaching?
- K. With a member of your district, practice changing genitive constructions into ablative ones. For example: *Ai erdhi për mbledhjen e sakramentit*. -> *Ai erdhi për mbledhje sakramenti*.
- L. Go around the group with one person saying an ablative preposition and a noun in its base form (nominative indefinite singular). The next person then has to make a sentence using this prepositional phrase taking care to decline it correctly.

## Adverbs (Ndajfolje)

### Examples

Will you pray to Heavenly Father <b>regularly</b> ?	A do t'i luteni <b>rregullisht</b> Atit Qiellor?
Evenings work <b>better</b> for us.	Mbrëmjeve do të ishte <b>më mirë</b> për ne.
<b>Just as</b> the sons of Mosiah, you are to teach others with the power and authority of God.	<b>Ashtu</b> si djemtë e Mosias, edhe ju duhet t'i mësoni të tjerët me fuqinë dhe autoritetin e Perëndisë.
This ordinance allows us to be <b>spiritually</b> reborn.	Kjo ordinancë na lejon të rilindemi <b>shpirtërisht</b> .
After the first stoplight, turn <b>left</b> .	Pas semaforit të parë, ktheu <b>majtas</b> .

### Explanation

Words that describe the action of verbs are adverbs. In English, adverbs are often formed by adding the suffix “-ly” to the end of an adjective.

In this section, we will discuss adverb construction and the different types of adverbs.

#### -isht Ending

Most adverbs that originate in recent times use the -isht ending.

#### -isht Adverb Samples

natyrisht <i>naturally</i>	egërsisht <i>wildly</i>
fatkeqësisht <i>unfortunately</i>	përfundimisht <i>finally</i>

#### Other -isht adverbs

<i>bujarisht</i>	<i>publikisht</i>
<i>fizikisht</i>	<i>qetësisht</i>
<i>gjerësisht</i>	<i>relativisht</i>
<i>hyjnisht</i>	<i>shkurtimisht</i>
<i>individualisht</i>	<i>shpirtërisht</i>
<i>jashtëzakonisht</i>	<i>sigurisht</i>
<i>kryesisht</i>	<i>solemnisht</i>
<i>madhërisht</i>	<i>tërësisht</i>
<i>pavarësisht</i>	<i>thellësisht</i>
<i>pikërisht</i>	<i>vazhdimisht</i>
<i>praktikisht</i>	<i>veçanërisht</i>
	<i>zakonisht</i>

Examples:

Ai na foli **fuqimisht** vitin e kaluar në konferencën e misionit.  
*He spoke to us **powerfully** last year at the mission conference.*

Është ide e shkëlqyer, por **përfundimisht** do të vendos vet për vete.  
*It's a great idea, but **in the end** I will decide for myself.*

S'jam **plotësisht** i bindur se duhet ta bëjmë atë tani.  
*I am not **completely** convinced that we should do it right now.*

### -as Ending

Many of the adverbs that use the -as may also use the -azi ending interchangeably.

-as Adverb Samples	
anasjelltas <i>vice versa</i>	djathtas <i>(on the) right</i>
largas <i>distantly</i>	falas <i>freely</i>

Examples:

Kur të arrish te dyqani kthehu **djathtas** dhe vazhdo drejt.  
*When you get to the store, turn **right** and then continue straight.*

Ajo më buzëqeshi **përciptas**, nuk e di nëse duhet t'i besoj.  
*She smiled at me **superficially**, I don't know if I should trust her.*

Ne duam të bisëdojmë **haptas** njëri me tjetrin.  
*We want to speak **openly** to one another.*

#### Other -as adverbs

baras  
majtas  
papritmas  
vendas

### -shëm/shme Ending

Many of the adjectives with the -shëm/shme endings can also be used as adverbs; however, when acting as an adverb, articles are not used.

-shëm/shme Adverb Samples	
rrjedhshëm <i>fluently</i>	mrekullueshëm <i>wonderfully</i>
fuqishëm <i>strongly</i>	dukshëm <i>visibly/virtually</i>

Examples:

Ky elder flet shqip **lirshëm**  
*This elder speaks Albanian **freely**.*

Ai u lut **mrekullueshëm** për herën e tij të parë!  
*He prayed **wonderfully** for his first time!*

Puna ngeli **dukshëm** në vend për shkak të luftës.  
*The work **virtually** stopped because of the war.*

#### Other -shëm/shme adverbs

Të mësohesh **mjaftueshëm** → to be taught **sufficiently**

Të jesh **natryshëm** → to be **naturally** [good]

Të plakesh **hijshëm** → to grow old **gracefully**

Të jesh **përmallshëm** → to be **nostalgically** [sad]

Të fitosh **mjaftueshëm** → to gain **enough**

Të shponë **dhembshëm** → to **painfully** pierce [the heart]

Të bisedosh **zhurmshëm** → to discuss **loudly**

### -azi Ending

Many of the adverbs that use the -azi may also use the -as ending interchangeably.

-azi Adverb Samples	
shkurtazi <i>briefly</i>	gjunjazi <i>on bent knee</i>
ndarazi <i>separately</i>	fshehurazi <i>secretly</i>

Examples:

Perëndia na shikon **lartazi** dhe mbikqyrë të gjithë.  
*God watches us **from on high** and oversees all.*

Punuam **shkurtazi** me ata para disa javësh.  
*We worked **briefly** with them a couple of weeks ago.*

Na e morën tokën **vjedhurazi**, na vodhën pronën!  
*They took our land **like thieves**, they stole our property!*

#### Other -azi adverbs

haptazi  
njeherazi  
perkundrazi

### -thi Ending

The -thi ending is least common but can still be heard in everyday conversation.

-thi Adverb Samples	
fluturimthi <i>in flight</i>	trupthi <i>bodily</i>

Examples:

Ai vrapoi **fluturimthi** drejt misionarëve.  
*He ran **as if in flight** toward the missionaries.*

Kjo më duket e çuditshme, mos është bërë **përsëprapthi**?  
*This looks weird to me, is this not done **backwards**?*

## -çe Ending

The -çe ending comes from Turkish. It originally conveyed a negative, antinational meaning and some of the adverbs still carry a demeaning tone. Not so common in everyday speaking.

-çe Adverb Samples	
derrçe <i>pig-like</i>	hajdutçe <i>thief-like</i>
fshatarçe <i>peasant-like</i>	vendçe <i>natively</i>

Examples:

Hadje, le të ulemi **shqiptarçe** e flasim për familjen tënde.  
*Come, let's sit down **cross-leggedly (Albanian-like)** and talk about your family.*

Do të kemi një festë shqiptare. Vishu **fshatarçe**!  
*We will have an Albanian party. Dress up **peasant-like**.*

A duhet të shkojmë në Kamëz **këmbësorçe**?  
*Must we go to Kamëz **on foot (pedestrian-like)**?*

## Adverb Types

There are four main types of adverbs dealing with manner, time, location, and gradation.

### Adverbs of Manner

Adverbs of manner describe how a verb is performed.

Adverb of Manner Samples	
bukur <i>beautifully</i>	qartësisht <i>clearly</i>
thjesht <i>simply</i>	mbarë <i>prosperously</i>

Examples: Ai lexon **ngadalë**.  
*He reads **slowly**.*

Folëm **shkurt** për punët e shtëpisë.  
*We spoke **briefly** about the house work.*

Ajo lutet **seriozisht**.  
*She prays **seriously**.*

## Adverbs of Time

Adverbs of time describe when a verb is performed.

-shëm/shme Adverb Samples						
nesër <i>tomorrow</i>	sonte <i>tonight</i>	dje <i>yesterday</i>	sot <i>today</i>	tani <i>now</i>	vjet <i>last year</i>	dikur <i>sometime</i>
dendur <i>often</i>	nganjëherë <i>from time to time</i>	më vonë <i>later</i>	gjithmonë <i>always</i>	kurdo <i>whenever</i>	shpeshërë <i>often</i>	menjëherë <i>immediately</i>

Examples: **Dje** i shërbyem familjes Kashari.

**Yesterday**, we served the Kashari family.

Duhet të flasim **më vonë** për atë gjë.

We should speak **later** about that thing.

Jam lutur **shpesh** për anëtarët më pak aktiv.

I have prayed **often** for less-active members.

## Adverbs of Location

Adverbs of location describe where a verb is performed.

Adverb of Location Samples		
atje <i>there</i>	aty <i>there</i>	lart <i>above/up</i>
djathtas <i>on the right</i>	majtas <i>on the left</i>	poshtë <i>below/down</i>

Examples: Do të presim **aty** për pak kohë.

We will wait **there** for a bit.

Shikoni **majtas** para se të ecni.

Look **to the left** before you walk.

## Adverbs of Gradation

Adverbs of gradation describe to what degree a verb is performed.

Adverb of Gradation Samples		
tepër <i>too much</i>	Krejt[ësisht] <i>completely/utterly</i>	çka <i>so-so</i>
mjaft <i>simply</i>	shumë <i>very</i>	fare <i>entirely/totally</i>

Examples: Njerëzit aty janë **komplet** ndryshe sesa këtu.

People there are **completely** different than here.

Nuk dua të studioj **fare** sot!

I do not want to study **at all** today!

Ajo më pëlqen **jashtëzakonisht** shumë.

I like her **extraordinarily** much.

# Activities

## Personal

### Writing

A. Translate the following English adverbs into Albanian adverbs. Check your answers.

- |                 |                |                |
|-----------------|----------------|----------------|
| 1. joyfully     | 6. secretly    | 11. together   |
| 2. naturally    | 7. daily       | 12. easily     |
| 3. hand-in-hand | 8. openly      | 13. generously |
| 4. slowly       | 9. separately  | 14. usually    |
| 5. sideways     | 10. faithfully | 15. well       |

B. Fill in the blank with the Albanian adverb with the English word provided in parenthesis. Check your answers.

- |  |   |
|--|---|
| 1. Ai flet shqip _____ (fluently).   | 4. Ne do t'i mësonim ata _____ (gladly), por ata s'kanë shumë dëshirë për momentin. |
| 2. Ata po ecnin shumë _____ (slowly) ngaqë njëri kishte një këmbë të çalë. | 5. Ajo _____ (quickly) tha që nuk deshi të fliste me ne.                            |
| 3. Ai ka qenë shumë i sëmurë por tani është _____ (better).                | 6. Ne duhet të studiojmë shkrimet e shenjta _____ (daily).                          |

C. Translate the following sentences from English to Albanian. Check your answers.

1. I closed the door slowly so that I wouldn't interrupt the meeting.
2. Jesus always spoke to people patiently.
3. My brother speaks Chinese (use adverb form of "Chinese" here).
4. Could you briefly summarize this principle for our investigator?
5. We take the sacrament weekly.
6. We should do all we can to attend the temple regularly.
7. Faithfully following in Christ's footsteps brings us closer to our Heavenly Father.
8. They were singing Christmas songs joyfully.
9. God blesses us temporally and spiritually.
10. What can you do daily to have the Spirit in your life?



## Reading

- D. Read the following scriptures, and write all the adverbs on a separate sheet of paper. Check your answers. Compare the scriptures with their English equivalents and see how certain adverbs were conveyed. Write as many sentences as you can using each adverb. Think about upcoming teaching appointments as you write your sentences.

1. 1 Nephi 10:21	8. Alma 9:7	15. Mormon 1:15	22. D&C 88:79
2. 2 Nephi 7:4	9. Alma 9:24	16. Mormon 8:35	23. D&C 90:24
3. 2 Nephi 9:54	10. Alma 26:16	17. D&C 6:32	24. D&C 97:19
4. 2 Nephi 20:25	11. Alma 30:45	18. D&C 20:12	25. D&C 108:6
5. Enos 1:3	12. Alma 32:13	19. D&C 35:16	26. D&C 133:57
6. Words of Mormon 1:6	13. Alma 57:34	20. D&C 51:16	
7. Mosiah 18:29	14. Helaman 12:8	21. D&C 63:35	

## Writing

- E. In Albanian, write the story of Joseph Smith's First Vision in your own words. For every verb in the story (e.g., praying, walking, talking), use an adverb to describe how Joseph did it. Ask a native to help correct errors, and make plans to use some of the adverbs you wrote the next time you teach about Joseph Smith.
- F. Correct the common errors (bolded and starred) in the sentences below. Check your answers.

- |   |   |
|---|---|
| 1. Ai flet shumë <b>i mire*</b> .<br><i>He speaks very <b>well</b>.</i>   | 3. Ai vrapon kaq <b>i shpejtë*</b> sa që nuk më besohet<br><i>He runs so <b>quickly</b> I can hardly believe it.</i>        |
| 2. Ata nuk dëgjohen ngaqë flasin kaq <b>të qetë*</b> .<br><i>They're hard to hear since they speak so <b>quietly</b>.</i> | 4. Ato goca që sapo u pagëzuan janë shumë <b>mirë*</b> .<br><i>Those girls that just got baptized are very <b>nice</b>.</i> |

## Companion

### Speaking

- G. Using adverbs, describe to your companion how an effective missionary teaches. For example: "An effective missionary teaches clearly." After listing everything you can think of, choose one or two of the adverbs that you and your companion would like to try to improve your teaching. Make plans to apply them this week. Follow up on this goal later in the week.

- H. Remember that one of the roles of adverbs is to tell how something was done. Ask and answer the following questions with your companion. Make sure you use adverbs in all of your answers. After each answer, evaluate whether you could use that sentence in a teaching situation you have coming up. If so, write it down and memorize it.

Examples: Si duhet t'i trajtojmë njerëzit?

Duhet t'i trajtojmë me mirësi.

- |  |   |
|--|---|
| 1. Si të lutemi?                           | 6. Si i bekon Perëndia fëmijët e Tij?               |
| 2. Si të punojmë?                          | 7. Si të bësojmë në Jezu Krisht?                    |
| 3. Si ta studiojmë gjuhën shqipe?          | 8. Si duhet t'i bindemi Perëndisë?                  |
| 4. Si të pendohemi?                        | 9. Si duhet t'i lexojmë shkrimet e shenjta?         |
| 5. Si të presim përgjigje për lutjet tona? | 10. Si duhet të marrim pjesë në mbledhjet e Kishës? |

### Writing

- I. As you improve your ability to describe experiences and principles with more compelling language, your effectiveness as a teacher will also improve. Review the following principles as a companionship, each writing two to three sentences describing powerfully the way that these individuals took action. Share these descriptions with each other, and discuss how you could each improve your teaching methods.

1. Describe how Joseph Smith prayed when he uttered his first prayer (see Joseph Smith—History 1:15–18).
2. Describe how Nephi encouraged his family and demonstrated faith when his bow was broken (see 1 Nephi 16).
3. Describe how Ammon rejoices when he is united with his brethren (see Alma 26).
4. Select a crucial time in your life which contributed to your knowledge of the truth. Describe what you did, with what intent, and how you felt. Be genuine and sincere in your description.

### Speaking

- J. Can you remember how investigators have described their experiences with the Spirit? What can you learn from their words? Do the following activity from *Preach My Gospel*:

“Discuss the different ways that people describe the influence of the Holy Ghost. Write comments that investigators have made about their experiences with the Spirit in learning the gospel and trying to keep commitments. How can you help others recognize this sacred influence? How can you avoid being manipulative as you do so?”

When you write investigators' comments, try to write them in Albanian word-for-word as they were said, as well as you can remember, rather than simply paraphrasing them in English.

## Group

### Speaking

- K. As a district, discuss when adverbs are used. When should an adjective be used in place of an adverb and vice versa? For example, when would you use *mirë* vs. *i/e mirë* or *shpejt* vs. *i/e shpejtë*?

### Listening

- L. In district meeting, complete the following activity from *Preach My Gospel*: "Ask a recent convert to talk about how he or she was influenced by the Spirit as an investigator." If you are not a district or zone leader, you can do this personally with a recent convert in your area. How might allowing a recent convert to share his or her testimony in this way help strengthen and help him or her to "endure to the end"? Pay particular attention to adverb usage in describing their experience.
- M. Line up the group single-file facing the reader. The reader recites sentences aloud to the front two individuals. As they listen, they will try to guess whether or not the describing word in the sentence (there is only one) is acting either as an adjective or as an adverb. The first to guess correctly wins. If one of them guesses first but incorrectly, that member automatically loses the round.
- If the first player in line wins a round against the person originally behind him, both players remain in the game, while the winner goes to the back of the line and the third player steps up behind the second.
  - If the second player wins, then the first player is eliminated, while the second goes to the back of the line and two more players step up.

The two players left at the front of the line then listen for the next sentence. This pattern is repeated until only one person remains in line.

1. Tirana është e mirë. (e mirë – Adjective)
2. Shpesh unë shkoja në kishë. (shpesh – Adverb)
3. Ju lutem, jini të durueshëm. (durueshëm – Adjective)
4. Ata ishin herët. (herët – Adverb)
5. Zhvillimi i besimit është një proces gradual. (gradual – Adjective)
6. A lëxoni shkrimet e shenjta përditë? (përditë – Adverb)
7. Erdhi shumë keq. (shumë, keq – both Adverbs)
8. Me gëzim, ai na tregoi për pagëzimin e tij. (me gëzim – Adverb)

## Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

### Asking and Answering Questions About Cause and Effect

- Conditionals
- Clitics
- Ablative Case
- Adverbs

## Activities

### Personal

#### Speaking

- A. Come up with as many conditional statements as you can such as, “you could....but” or “I would....but” that pertain to the Word of Wisdom, church attendance or any commandment keeping.

For example: Ne do ta lexonim Librin e Mormonit, por s'kishim kohë.

#### Listening

- B. At your teaching appointments today, listen for the different clitics like *më*, *na*, *të*, and *ju* that are used in the lesson. Write these phrases in your language notebook. If the phrases were said in a way you had never heard before, take special note and try to replicate.

#### Reading

- C. Choose a section from chapter 3 of *Preach My Gospel*, e.g., “*Perëndia është Ati Ynë i Dashur Qiellor.*” Circle all the verbs and determine whether or not a clitic is required with the verb. Underline any adverbs that describe the verb. If no adverbs exist for a given verb, think of one or two that you could use to enhance the action. i.e., *Ati Qiellor na ka dhënë* -> *Ati Qiellor na ka dhënë bujarisht* Finally, mark all prepositions and their following noun. Take note of the noun declensions.

#### Writing

- D. Translate the following sentences from English to Albanian. Check your answers. This assumes you know how to use conditionals, clitics, ablative prepositions, and adverbs.
1. Mr. Qesku, if you (ju) would have kept steadfastly the law of chastity, then you would have undoubtedly known God gave it to us.
  2. God would not have created this world, if he did not abundantly love us.
  3. Would we be allowed to openly teach this family tomorrow without opposition?
  4. Ana would have come yesterday to the activity for the young women.
  5. You (ti) would be much happier if you would try to always be obedient to the commandments.
  6. We would not have entirely progressed, if we would not have come to earth.
  7. Brother Velu would want to be immediately informed about this activity.
  8. Albano would have wanted to be less stressed during his talk.
  9. If everyone followed Jesus Christ, the world would surely be in a state of happiness.
  10. The plan of salvation would not have happened, if God would not have voluntarily sent his Son.
  11. Couldn't we stop by another time, perhaps around 5 o'clock?
  12. Would you (ti) have wanted to go to the baptism, if we had invited you earlier?

- E. Write a 5-minute talk about Jesus Christ's Atonement in Albanian. Describe what Christ did, why He did it, and what effect it has on us. Turn to the list of ablative prepositions and try to use them. Read your talk to a native or your companion to get feedback on your use of cause and effect. Remember to bear your testimony at the end of your talk.

## Companion

### Speaking

- F. Watch Elder Bednar's videos "Patterns of Light" (3 parts). Discuss with your companion in Albanian about what would happen if we didn't have revelation. Describe how someone should pray. Use these conditionals and adverbs to help someone who is struggling receive an answer to his or her prayers.
- G. Choose a commitment from lesson 3 in *Preach My Gospel*, and ask why someone needs to keep that commitment. Find a scripture that supports your answer. Then discuss what blessing you can receive from keeping that commitment. Use clitics for me, us, you, him, and them, to describe the blessings that are recieved from commitment keeping. Use this exercise to teach someone that may be struggling to keep commitments.

### Listening

- H. Role-play visiting a less-active member. In this practice, refrain from asking directly why he or she has stopped attending church; instead ask questions to get a sense of why he or she has stopped coming. Listen for the conditional tense. By recognizing the difference between conditional and future subjunctive tense e.g., *Unë do të vij* vs. *Unë do të vjia*, you will be able to more readily identify the amount of someone's commitment. However, by confusing these, you may incorrectly assume that a less-active member *will* come when in reality they *would* come, but they can't. Share a message with this member and invite him or her to keep a commitment. As they speak listen to see if they use the conditional tense to indicate a lack of commitment.

### Reading

- I. Read the baptismal interview questions from chapter 12 in *Preach My Gospel*. Use cause and effect to answer the following questions with your companion for each of the baptismal interview questions.
1. Why is it important for your investigator to believe these principles?
  2. Why is it important that your investigator is following these commandments?
  3. State what blessings your investigator will receive because he or she follows the gospel principle or commandment this question is about.

# Asking and Answering Questions of Time, Date, and Location

## Purpose

This function will help you talk about when and where things happen; for example, when is church and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- On **Sundays**, we go to church. (Days, Dates, and Years)
- Joseph Smith was born **in the year 1805**. (Days, Dates, and Years)
- We are holding a baptismal service **on June 20**. (Days, Dates, and Years)
- We would love to meet with you **tomorrow at 2:00**. (Telling Time)
- We need to be home **in a half hour**. (Telling Time)
- The church is **across from the bank**. (Location)
- **Turn left at the park** and you will find the apartment. (Location)

## Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

### Doctrines from the Lessons

- “The Restoration of the Gospel of Jesus Christ through Joseph Smith” (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- “The Spirit World” (Where do we go when we die? How long are we there?)
- “Kingdoms of Glory” (Who goes to each kingdom?)
- “Baptism, Our First Covenant” and “The Gift of the Holy Ghost” (Where does each part of baptism [baptism, confirmation] take place? When are my investigators getting baptized?)

### Tasks from *Missionary Vocabulary and Phrases Book*

- “Conduct a Meeting” (When does each part of the meeting happen?)
- “Give Directions” (What is the destination close to? What do you pass along the way?)
- “Make Appointments” (When are they free? Where is the appointment?)
- “Plan Daily and Weekly Activities” (When and where will each appointment/activity take place?)

# Days, Dates, and Years (Dita, Data, dhe Vite)

## Examples

<b>In 1820</b> , Joseph Smith was confused about religion.	<b>Në vitin 1820</b> , Jozef Smithi ishte i pështjelluar në lidhje me fenë.
Will you fast and pray on the next fast <b>Sunday</b> for some special need?	A do të agjëroni dhe luteni <b>të dielën</b> tjetër të agjërimit për një nevojë të veçantë?
Teach them how to hold family home evening on <b>Monday</b> nights.	U mësoni atyre si të zhvillojnë mbrëmje familjare <b>të hënave</b> pas darkë.
<b>On the 18th of January, 1827</b> , we were married, while I was still employed in the service of Mr. Staal.	<b>Më 18 janar 1827</b> ne u martuam, ndërkohë që unë isha ende i punësuar në shërbim të z. Staal.

## Explanation

This section describes various ways of talking about days, dates, months, seasons, and years in Albanian.

## The Days of the Week (Ditët e Javës)

In Albanian, the days are feminine because the word week (javë) is feminine. The first day of the week in Albania is Monday or *e hënë*. To say “on a \_\_ (day),” make the day accusative (see table). But to say that something happens regularly on a certain day, make the day dative. However, if a day is stated after a determiner, it is no longer accusative.

The days of the week are listed below.

Days of the Week		
Day (nominative)	On __ day (accusative)	On __ days (dative)
e hënë <i>Monday</i>	të hënë <i>on Monday</i>	të hënave <i>on Mondays</i>
e martë <i>Tuesday</i>	të martën <i>on Tuesday</i>	të martave <i>on Tuesdays</i>
e mërkurë <i>Wednesday</i>	të mërkurën <i>on Wednesday</i>	të mërkurave <i>on Wednesdays</i>
e enjte* <i>Thursday</i>	të enjten <i>on Thursday</i>	të enjteve <i>on Thursdays</i>
e premte* <i>Friday</i>	të premten <i>on Friday</i>	të premteve <i>on Fridays</i>
e shtunë <i>Saturday</i>	të shtunën <i>on Saturday</i>	të shtunave <i>on Saturdays</i>
e diel** <i>Sunday</i>	të dielën <i>on Sunday</i>	të dielave <i>on Sundays</i>

\*Note: Thursday and Friday end with “e” not “ë.”

\*\*Note: Sunday is spelled with a single “l,” not to be confused with the word *diell*, which means sun.

Examples:

çdo të hënë  
*every Monday*

këtë të shtunë  
*this Saturday*

## The Months (Muajt)

The months are listed below.

To say in a [month], use the construction: në + [accusative].

The Months			
janar <i>January</i>	në janar <i>in January</i>	korrik <i>July</i>	në korrik <i>in July</i>
shkurt <i>Monday</i>	në shkurt <i>in February</i>	gusht <i>August</i>	në gusht <i>in August</i>
mars <i>March</i>	në mars <i>in March</i>	shtator <i>September</i>	në shtator <i>in September</i>
prill <i>April</i>	në prill <i>in April</i>	tetor <i>October</i>	në tetor <i>in October</i>
maj <i>May</i>	në maj <i>in May</i>	nëntor <i>November</i>	në nëntor <i>in November</i>
qershor <i>June</i>	në qershor <i>in June</i>	dhjetor <i>December</i>	në dhjetor <i>in December</i>

\*Note that the names of all months are masculine because the word month (muaj) is masculine.

## Dates (Datat)

Dates are expressed by saying the day of the month as a cardinal number (i.e., one, two, three, etc.) with the month in nominative case. The word *më* is also used to mean "on."

Dates	
një janar <i>January 1st</i>	<b>më</b> një janar <b>on</b> <i>January 1st</i>
katërmëdhjetë shkurt <i>February 14th</i>	<b>më</b> katërmëdhjetë shkurt <b>on</b> <i>February 14th</i>



## The Seasons (Stinët)

The Seasons			
ver/ë -a <i>summer</i>	vjesht/ë -a <i>fall/autumn</i>	dim/ër -ri <i>winter</i>	pranver/ë -a <i>spring</i>

\*Notice that spring literally means “close to summer.”

## The Years (Vitet)

To name years in Albanian, use cardinal numbers (one, two, three, etc.). For example, the year 1820 is translated as një mijë e tetë qind e njëzetë (one thousand eight hundred twenty).

Years		
njëmijetëqindetridhjetë <i>1830</i>	njëmijenëntëqindeshatëmbëdhjetë <i>1917</i>	dymijekatërmëdhjetë <i>2014</i>

To say in a [year], use në + [accusative].

In . . .		
në njëmijetëqindetridhjetën <i>in 1830</i>	në njëmijenëntëqindeshatëmbëdhjetën <i>in 1917</i>	në dymijekatërmëdhjetën <i>in 2014</i>

To talk about years as a part of other time expressions, simply place the year (the last number) in genitive.

Dates	
në pranverën e njëmijetëqindetridhjetës <i>in the spring of 1830</i>	në tetorin e njëmijenëntëqindeshatëmbëdhjetës <i>in October 1917</i>
në një janarin e dymijës <i>on January 1, 2000</i>	në fillimin e dymijetremëdhjetës <i>at the beginning of 2013</i>

In Albanian, the year cannot be abbreviated the way it is in English (as in eighteen twenty vs. one thousand eight hundred twenty). However, if it is obvious which century you are talking about, the first two numbers in the year can be omitted.

Examples:  
Kam lindur në vitin **nëntëdhjetë e katrën**.  
*I was born in 94.* (The 1900 of 1994 is implied.)

When using an abbreviated date, Albanian uses the day, month, and then year.

Examples:  
16.3.94 (16 mars 1994)  
3/16/94 (March 16, 1994)

# Activites

## Personal

### Writing

A. Translate the following dates and times. Check your answers.

- |                      |                   |                     |                      |                   |
|----------------------|-------------------|---------------------|----------------------|-------------------|
| 1. August 26         | 7. November 5     | 13. December 7      | 19. April 9          | 25. February 22   |
| 2. September 9, 1380 | 8. March 11, 1881 | 14. October 2, 1837 | 20. January 18, 1923 | 26. May 9, 1945   |
| 3. on December 25    | 9. on July 4      | 15. on April 6      | 21. on June 14       | 27. on November 1 |
| 4. in May            | 10. in April      | 16. in August       | 22. in December 2015 | 28. in September  |
| 5. on Mondays        | 11. on Sundays    | 17. on Wednesdays   | 23. in winter        | 29. in summer     |
| 6. in 1861           | 12. in 1991       | 18. in 1830         | 24. on Thursday      | 30. on Monday     |

B. Translate the following dates and times. Check your answers.

- |                            |                            |   |  |
|----------------------------|----------------------------|---|--|
| 1. nëntë shtator           | 6. më njëzetë e dy dhjetor | 11. të martave                              | 16. në qershorin e njëmijetëqindënjëzetës              |
| 2. tre janar               | 7. më nëntëmbëdhjetë prill | 12. të shtunave                             | 17. të mërkurën  |
| 3. shtatë prill            | 8. më pesëmbëdhjetë maj    | 13. pesë shkurt                             | 18. në pranverë  |
| 4. pesë nëntor             | 9. më katër korrik         | 14. gjashtëmbëdhjetë prill                  | 19. në qershor   |
| 5. njëzet e gjashtë korrik | 10. më njëmbëdhjetë mars   | 15. në njëmijëe-katërqindëpesëdhjetë-nëntën | 20. në vjeshtën e njëmijëe-nëntëqind-nëntëdhjetëkatrës |

### Reading

C. Practice reading the dates below out loud (from *Preach My Gospel*, 45–46 [Albanian]):

John Wycliffe: Vdiq më 31 dhjetor 1384.

Martin Luther: Lindur më 10 nëntor 1483. Vdiq më 18 shkurt 1546.

William Tyndale: Lindur në Uells në vitin 1494. U ekzekutua më 6 tetor 1536.

John Calvin: Ka lindur më 10 korrik 1509. Vdiq më 27 maj 1564.

Muhammed: Lindur në vitin 570 pas Krishtit në Mekë.

### Writing

D. Correct the errors (bolded and starred) in the following sentences. Check your answers.

1. Kisha u rivendos në vitin **njëqind e tetëmijë e tridhjetës**.\*

The Church was restored in 1830.

2. Ajo ka lindur **në\*** datën 14 prill.

She was born on April 14th.

3. Ditëlindja ime është në **qershor**.\*

My birthday is in July.

4. Ne do te kemi një mbledhje **të premtën**.\*

We will have a meeting on Fridays.

5. Ne takohemi për kishë **të dielat**.\*

We meet for church on Sundays.

6. Ne hamë suflaqe **çdo të enjtë**.\*

We eat suflaqes every Thursday.

## Companion

### Writing

- E. With your companion, make a list of twenty dates of events that are important in your lives. Using as much Albanian as possible, tell each other about these dates and why they are important.
- F. Write a short paragraph describing the milestones of your mission so far. Use words from this section to describe when these events happened. Have your companion or a member review your grammar and offer suggestions for improvement.
- G. Use time expressions from the past to write a story about one of your ancestors to put in your *My Family* book. Be sure to reference specific years and dates if possible. Trade stories with your companion, and translate them into Albanian.

## Group

### Writing

- H. Important dates: Have each missionary make a list of six to eight important events that have occurred in their lives. Write down when and where they occurred. For example, "I was born January 21, 1991 in Payson, Utah," "I baptized my little sister in May of 2001," or "I was in my basement reading my Book of Mormon in September of 2003 when I first obtained a testimony that it is true." Take turns sharing with each other in Albanian what you wrote down. Encourage each other to use these dates in stories during teaching opportunities.
- I. Make a list with your companion or your district of what new members can do to continue progressing in the gospel after they are baptized, and when they can do them. For example, they can go to the temple to perform baptisms when the bishop feels they are prepared, they can have members teach them the new member lessons each week, and they can receive their endowment and be sealed a year after they are baptized. Practice saying your list in Albanian together, including the actual dates of when things can occur for one specific new member or investigator. Make plans to share this list with a recent convert or investigator that will soon be baptized.

### Speaking

- J. Have each missionary pick his or her favorite holiday. Then, have everyone say the date and give as much detail as possible to describe why it's their favorite. If a holiday does not always occur on the same date each year, describe when it occurs. For example, Thanksgiving occurs on the fourth Thursday in November.

# Telling Time

## Examples

The appointment begins **at seven o'clock**.

To get there, it takes **about a half-hour**.

We will be there **in fifteen minutes**.

We will only stay **for five minutes**.

Takimi fillon **në orën shtatë**.

Për të arritur atje, kërkon **rreth gjysë ore**.

Erdhëm **për një çerek ore**.

Do të rrijmë vetëm **pesë minuta**.

## Explanation

This section will explain how to tell time in Albanian. First, we will show how to ask about time and then how to express it.

## Asking About Time

You can use the following phrases to ask about time.

Questions of Time	
Sa është ora? <i>How much is the hour?</i>	What time is it?
(Në) çfarë ore? <i>In what time?</i>	At what time?
Sa vajti ora? <i>How much time has gone by?</i>	What time is it?

## Expressing Time

### On the Hour

To express a time on the hour (such as "five o'clock"), simply say the number.

Hours of the Day	
një <i>one o'clock</i>	në orën pesë <i>at five o'clock</i>
dy <i>two o'clock</i>	në orën dhjetë <i>at ten o'clock</i>

### On the Half Hour

(ora)* një e gjysëm** <i>1:30</i>	në një e gjysëm <i>at 1:30</i>
njëmbëdhjetë e gjysëm <i>11:30</i>	në njëmbëdhjetë e gjysëm <i>at 11:30</i>

\*Sometimes saying **ora** (hour) with the time makes the sentence sound better.

\*\*Colloquially speaking, *gjysëm* is often said *gjysë*.

### The First Half of the Hour

Telling time in the first half of the hour is similar to telling time on the half hour.

You literally say "(hour #) and (# of minutes)."

For example, 4:25 is translated as "four and twenty-five."

Albanians also say *çerek* in the same way English speakers say quarter, as in, "a quarter past three."

For example, a quarter after four is translated to *four and a quarter – katër e çerek*.

Within the First Half Hour		
një e dhjetë 1:10	dy e çerek (quarter) 2:15	tre e pesë 3:05

### The Second Half of the Hour

To express time in the second half of the hour, literally say: "(hour #) without (*pa*) \_\_\_\_ (# of minutes)."

If the time was 5:40, it would be 20 minutes before 6 o'clock. Thus, the correct way to say the time would be "six without twenty," *gjashtë pa njëzetë*. Quarters (*çerek*) are still used here.

Within the Second Half Hour	
tre pa dhjetë 2:50	pesë pa njëzetë e pesë 4:35
nëntë pa pesë 8:55	shtatë pa çerek 6:45

## Time of Day

To specify that a time is in the morning or evening, use the words below.

### Time of Day

mëngjes <i>morning</i>	në mëngjes <i>in the morning</i>
mbrëmje <i>evening</i>	në mbrëmje <i>in the evening</i>
paradite <i>a.m.</i>	pesë paradite <i>five a.m.</i>
mbasdite <i>p.m.</i>	nëntë mbasdite/pasdite <i>nine p.m.</i>

If you are saying 12 p.m. or 12 a.m., you need to use different words.

Noon and Midnight	
dymbëdhjetë e mesditës <i>12 in the afternoon</i>	dymbëdhjetë e mesnatës <i>12 at night</i>

The a.m. and p.m. are assumed most of the time just as in English.

Examples:

Ne do të vijmë në orën gjashtë e gjysëm **mbasdite**.  
*We will come at 6:30 p.m.*

Zakonisht ne i lexojmë shkrimet e shenjta **në mëngjes**.  
*We usually read the scriptures **in the morning**.*

Like the rest of Europe, Albania and Kosovo uses military time frequently (especially in official announcements), which does not require specifying *day vs night*.

Examples:

Mbledhja e priftërisë do të zhvillohet të shtunën në orën **tetëmbëdhjetë**.  
*The priesthood meeting will be held on Saturday at **18:00**.*

## Për and Erdha

In Albanian you wouldn't say we will be there "in" 10 minutes. You would say we will be there "for" 10 minutes.

Arrival Time
Do të jemi aty për dhjetë minuta. <i>We will be there in 10 minutes.</i>

In addition to this rule, when saying that you or anything "is coming", the past tense is used.

Examples:

**Erdhëm për** pesë minuta.  
*We **came for** five minutes. (direct translation)*  
*We **are coming/will be there in** five minutes. (true meaning)*

**Erdha për** njëzetë minuta.  
*I **came for** twenty minutes. (direct translation)*  
*I **am coming/will be there in** twenty minutes. (true meaning)*

Although the present continuous tense can be used for "coming," the past tense is more commonly used.  
 Ex. **Po vijmë për** pesë minuta.

## Activities

### Personal

#### Speaking

A. Practice saying the following times in Albanian. Check your answers.

- |          |          |          |          |          |           |           |           |
|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 1. 1:15  | 3. 10:15 | 5. 18:20 | 7. 19:30 | 9. 6:30  | 11. 12:00 | 13. 17:30 | 15. 11:45 |
| 2. 17:45 | 4. 15:30 | 6. 8:50  | 8. 22:30 | 10. 9:00 | 12. 18:10 | 14. 14:50 | 16. 20:35 |

### Writing

B. On a separate sheet of paper, write out each of the times below in Albanian. Check your answers.

- |               |               |               |              |               |               |
|---------------|---------------|---------------|--------------|---------------|---------------|
| 1. 10:30 p.m. | 3. 12:00 a.m. | 5. 12:00 p.m. | 7. 9:50 a.m. | 9. 6:50 p.m.  | 11. 1:45 p.m. |
| 2. 7:20 p.m.  | 4. 4:55 p.m.  | 6. 2:20 p.m.  | 8. 2:00 p.m. | 10. 3:20 p.m. | 12. 5:00 p.m. |

### Speaking

C. Make a goal to verbally tell time only in Albanian for a period (a day, a week, etc.). Tell your companion your goal so he or she can help you stay on track. Invite your companion to give you feedback and correction when needed.

### Listening

- D. Actively listen to natives as they tell time, and apply what you hear to your regular speaking. If you notice that they use a word or phrase with which you are not familiar, ask them to explain it to you so you can better apply it.
- E. While the conductor is making announcements in sacrament meeting, listen for the time of activities taking place throughout the week. Write them down in your planner so you can plan which activities to invite investigators and recent converts to.

## Companion

### Writing

F. Translate the following sentences into English with your companion. Check your answers. Discuss each sentence as you translate it. Take note of the differences between the ways we tell time in English versus how Albanians tell time. (*Note: When using the preposition "për" in relation to time, it takes the meaning of "in." For example, "We will be there in 15 min" is said, "Ne do të jemi aty për pesëmbëdhjetë minuta." If you wanted to say, "We will be there for 15 minutes," just drop the "për" and say "Ne do të jemi aty për pesëmbëdhjetë minuta."*)

- |  |  |
|--|--|
| 1. Mbledhja e distriktit fillon në orën shtatë e gjysëm. | 5. Dreka është në orën dy.                           |
| 2. Ora është pesë pa një çerek.                          | 6. Do të arrijmë për pesëmbëdhjetë minuta.           |
| 3. Mbledhja do të jetë në orën pesë.                     | 7. Ne kemi një mësim në orën pesë pa njëzetë e pesë. |
| 4. Erdhëm për njëzetë e pesë minuta.                     | 8. Pagëzimi do jetë në orën një mbasdite.            |

### Speaking

- G. Look at your schedule for tomorrow with your companion. Take turns asking and telling each other what time each activity is going to be.
- H. Role-play with your companion setting an appointment over the phone with an investigator. Practice different scenarios. For example, the investigator cannot meet because he or she has to work; try to find another time to meet.
- I. Because some Albanians speak in Military Time (numbering hours 1–24 as opposed to 1–12 with an a.m. and p.m. to differentiate between the two), practice with your companion going back and forth between the two methods of telling time. For example, one of you might say "katër e gjysëm mbasdite" and the other would respond with "gjashtëmbëdhjetë e gjysëm."

## Group

### Speaking

- J. Take turns describing the missionary schedule by giving an example of a typical day, one sentence at a time, using specific times of day.

Examples:

Ne çohemi në orën gjashtë e gjysëm.  
*We wake up at 6:30. (Literally, "We stand up at . . .")*

- K. Have one missionary write on a white board at a time. Have two other missionaries race to see who can say the time correctly first. (Flip the activity around by having one missionary say the time in Albanian and the two missionaries write down the correct time.)
- L. Make a ball and write different times on it. Pass the ball around, and whatever time your hand is closest to, say the correct time in Albanian. Try to see how many you can say correctly in one minute.



## Location (Vend)

### Examples

On the left, you will see a fountain.	Në të majtën, do të shihni një burim.
Our church is found (located) above the court(house).	Kisha jonë gjendet sipër gjykatës.
Continue straight until you see the big, yellow building.	Vazhdoni drejt dërisa ta shihni ndërtesën e madhe, e verdhë.
We live close to the church.	Ne banojmë afër kishës.

### Explanation

This section addresses giving directions and describing something's location.

### Giving Directions (Duke Dhënë Udhëzime)

To give directions in Albanian, use a verb in command (imperative) mood, followed by an adverb of location. For examples of these adverbs, see "Adverbs of Location" in "Section 27 Adverbs."

### Describing Location (Përshkrim i Vendit)

When describing a location, use a preposition followed by a noun in the same case as the preposition. Refer to the sections for each case to see examples of their prepositions. Note that most prepositions will be ablative.

## Activites

### Personal

#### Writing

- A. Think of your hometown. Write down how you would get from your school to your home. Pay attention to adverbs and prepositions.

### Companion

#### Speaking

- B. Take turns describing how to get to an investigator's home. Have your companion try to guess which home you're describing.

### Group

#### Speaking

- C. Have one group member describe a location based off of its surroundings. Other group members will race to make the location being described.
- D. Take turns giving directions to someone as if he was starting at the church building. Each person can only give one sentence. Try to picture in your mind where the person is after each instruction is given. Where would he end up?

# Review: Date, Time, and Location

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

## Asking and Answering Questions of Date, Time, and Location

- Days, Dates and Years
- Telling Time
- Location

## Activities

### Personal

#### Speaking

A. Practice saying these dates aloud. What happened on these dates? Check your answers.

1. May 15, 1829
2. December 23, 1805
3. July 1996
4. June 27, 1844
5. April 6, 1830
6. July 24, 1847
7. March 26, 1830
8. September 22, 1827
9. March 9, 2014

#### Listening

- B. Listen to natives say dates and times. Practice imitating them and asking them how to most clearly talk about time. Try to make a chart of what Albanians consider to be morning, afternoon, evening and night. Notice when they use military time versus standard time.
- C. Notice the names of the different neighborhoods around which you serve. Why are some of them named after dates? What are these dates? Why are they important to Albanians?

### Companion

#### Speaking

- D. Come up with a list of at least 10 events that you have scheduled for the next few weeks and to which you could invite an investigator (e.g., a ward activity, a baptism, a fireside, church meetings, a family home evening, a member's home, English class, etc.) with a date, time, and location for each. Then have your companion play the role of an investigator and practice inviting him or her to that event. Focus on expressing time and date correctly using past and present tenses as well as using the correct forms of expressing times and dates.
- E. Practice asking what the time is using various phrases listed in this section.

- F. Practice saying how long it will take you to get somewhere using the preposition “për” and the verb “erdha.”

### Listening

- G. At church, listen to the announcements that are given in sacrament meeting, Elder’s quorum and in Relief Society. Note how the native speakers set up activities, especially the verbs and prepositions they use to describe the time and day of the activity. Try to mimic this when setting up appointments with investigators or members.

### Reading

- H. Find an Albanian scripture that you will teach to one of your investigators. Explain where the prophet was when he gave the scripture, as well as the time it happened in relation to Christ’s earthly ministry. Use this scripture and the phrases you learn in lessons with your investigators.

# Appendix

# Appendix

## Grammar Terms

Albanian	English
Foljet kalimtare dhe jokalimtare	Transitive and Intransitive Verbs
Foljet ndihmëse	Auxiliary verbs
Foljet gjysmëndihmëse	Semi-auxiliary verbs
Folja këpujore	Copular verbs
Foljet me vlerë modale	Verbs with modal value
Foljet pavetore	Impersonal verbs
Zgjedhimi	Conjugation
Mënyra dëftore	Indicative mood/tense (Normal)
Mënyra lidhore	Subjunctive mood/tense
Mënyra kushtore	Conditional mood/tense
Mënyra urdhërore	Command mood/tense
Mënyra habitore	Surprise mood/tense
Mënyra dëshirore	Wishing mood/tense
*Gjuha Shqipe ka tetë kohë ndërsa gjuha Angleze ka dymbëdhjetë.	The Albanian language has eight tenses whereas the English language has twelve.
Koha e tashme	Present Tense
Koha e shkuar ka pesë nëndarje: E pakryera E kryera e thjeshtë E kryera Më se e kryera E kryera e tejshkuar	The past tense has five subdivisions: Imperfect subjunctive Simple Tense Present Perfect Tense Past perfect subjunctive Past Perfect
Koha e ardhme ka dy nëndarje: Koha e ardhme dhe E ardhmja e përparme	Future tense has two subdivisions Future tense and Future perfect tense (indicative)
Format e pashtjelluara të foljes janë: Pjesorja, përcjellorja, paskajorja, mohorja.	Unexpounded forms of the verbs are: Participle, gerundive, infinitive, negatory
Zgjedhimi vepror	Active conjugation
Zgjedhimi jovepror	Non Active conjugation
Parashtesat	Prefixes
Prapashtesat	Extension
Rasa	Case
Lakimi	Declension
Kallëzuesi	Subject
Kundrinori i drejtë	Direct Object
Kundrinori i zhdrejtë	Indirect object
Emërore	Nominative
Kallzore	Accusative

Dhanore	Dative
Gjinore	Genitive
Rrjedhore	Ablative
Lidhëzat	Connector/articles
Pjesëzat	Particles
Emrat	Nouns
Parafjala	Preposition
Ndajfolja	Adverb
Përemrat	Pronouns
Shquarsia	Definiteness
Veta	Person
Diatezë	Disthesis
Theksimi	Stress/Accent

## English Equivalents of Albanian Verb Tenses

English Tense	Albanian Tense	Example
<b>Present</b> Used when describing situations that occur repeatedly, regularly, or permanently.	Koha e tashme <i>Tregon diçka që bëhet tani</i>	Unë <b>lexoj</b> <i>I read</i> Dielli nxen dhe bilbilat këndojnë. <i>The sun shines and the nightingales sing.</i> Fryen erë dhe bie shi. <i>Wind blows and it rains.</i>
<b>Present Continuous</b> Used when describing an action that is happening at a given moment, currently in progress. In English, these are identified by the “-ing” ending placed on verbs.	Koha e tashme e vazhdimësisë <i>Formohet duke vene “Po” para foljes dhe</i> <i>Duke vënë “Jam duke” ose “duke” para foljeve</i>	Unë <b>po lexoj</b> <i>I am reading</i> Po mendoj ta thërras komshinë për drekë./Jam duke menduar ta thërras komshinë për drekë. <i>I am thinking about inviting my neighbor for lunch.</i>
<b>Future</b> Used when describing an action that will occur in the future.	Koha e ardhme <i>Shpreh një veprim që pritët të kryhet pas çastit kur flasim ose që do të kryhet në të ardhmen</i>	Unë <b>do të lexoj</b> <i>I will read</i> Nuk do të vij te aktiviteti sonte sepse do të shkoj në palestër me motrën. <i>I will not come to the activity tonight because I will go to the gym with my sister.</i>
<b>Simple Past</b> Used when describing an event that occurred once over a short period of time in the past.	Koha e kryer e thjeshtë	Unë <b>lexova</b> <i>I read</i> Misionarët diskutuan planin e shpëtimit me kërkuesit e tyre. <i>The missionaries discussed the plan of salvation with their investigators.</i> Doli Maji, hyri Qershori. <i>May went out, June came in.</i>
<b>Imperfect</b> Used when describing an event that happened in the past continually up to a certain time. This often occurs in English when speakers describe something that “used to” occur.	Koha e pakryer	Unë <b>lexoja</b> <i>I used to read</i> Kur vajta unë, ai studionte shkrimet e shenjëta. <i>When I went, he studied the scriptures.</i>

<b>Past Continuous</b> Used when describing an action that occurred continually, but in the past. This is different from the Imperfect tense in that English speakers still use the “-ing” verb ending in the Past Continuous, but not in the Imperfect tense.	Koha e pakryer e vazhdimësisë <i>Po + folje</i> or <i>duke + folje</i>	Unë <b>po lexoja</b> /Unë <b>isha duke lexuar</b> <i>I was reading</i> Shoku im po jipte një diskutin ndërsa unë po shikoja një shkrim të shenjtë./ Shoku im ishte duke dhënë një diskutin ndërsa unë isha duke shikuar një shkrim të shenjtë. <i>My companion was giving a discussion while I was looking up a scripture.</i>
<b>Present Perfect</b> Used when describing an action as being completed at the present time. In English, “have gone” or “have seen” could be used to illustrate this tense.	Koha e kryer – kam + folje	Unë <b>kam lexuar</b> <i>I have read</i> Skenderbeu gjimionë ka qenë një figurë madheshtore në historinë shqiptare. <i>Skenderbeu has always been magnificent figure in the Albanian history.</i> Se mos ka ikur ajo të jetoj diku tjetër se nuk e kam parë për një kohë të gjatë. <i>I wonder if she has left to go live somewhere else because I haven't seen her for a long time</i>
<b>Pluperfect</b> Used when describing an action that was completed at a specific time in the past or before another past action. In English, “had gone” or “had seen” could be used to illustrate this tense.	Koha më se e kryer – kisha + folje	Unë <b>kisha lexuar</b> <i>I had read</i> Valmira kishte jetuar në Amerikë gjatë. <i>Valmira had lived in America long.</i> Elder Smith kishte punuar me këta anëtarë të kishes për një kohë të gjatë. <i>Elder Smith has worked with these members of the church for a long time.</i> Kishte fryrë erë dhe kishte rënë shi. <i>Wind had blown, and rain had fallen.</i>
<b>Past Perfect</b> Used when describing an action that was completed at a specific time in the past or before another past action. (Past Perfect and Pluperfect have the same form in English.)	Koha e kryer e tejshkuar – pata + folje	Unë <b>pata lexuar</b> <i>I had read</i> Kur isha e vogël pata ëndërruar për jetën në Amerikë. <i>When I was little, I had dreamt of life in America.</i> Po patët mbaruar detyrën mirë, do të shpërbleheni me bekime nga Perëndia. <i>If you had finished the task, you will be rewarded with blessings from God.</i>
<b>Future Perfect</b> Used when describing an action that has not yet occurred, but will be completed before another future action. In English, “will have gone” or “will have seen” could be used to illustrate this tense.	Koha e ardhme e përparme – do të kem + folje	Unë <b>do të kem lexuar</b> <i>I will have read</i> Kur do të ktheheni ju unë do t'i kem mbaruar detyrat. <i>I will have finished my work when you return.</i>

### Subjunctive Mood - Mënyra Lidhore

Used when describing an event that is hopeful or theoretical. Subjunctive Mood is used after the following verbs: to like to, to plan to, it is good to, to wish to, may, must, can, need, etc. Below are the four subjunctive tenses with examples of each.

<b>Present</b>	Koha e tashme	Ëndra ime është të bëhem misionar. <i>My dream is to become a missionary.</i> Që të fitoni duhet të punoni. <i>To succeed, you must work.</i>
<b>Imperfect</b>	Koha e pakryer	Ajo shkoj të rrinte te tezja për vizitë. <i>She went to stay at her aunt's for a visit.</i>
<b>Present Perfect</b>	Koha e kryer	Ngaqë u ngrita, dikush do të me ketë zenë vendin. <i>Since I stood up, someone must have taken my spot.</i>
<b>Pluperfect</b>	Koha më se e kryer	Po ta kisha parë Mirën do t'i kisha thënë një fjalë. <i>If I would have seen Mira, I would have told her something.</i> Lirinë mund ta kishim fituar po të kishim luftuar. <i>We would have won the liberty if we would have fought hard.</i>

### Conditional Mood – Mënyra Kushtore

Used when describing events that are conditional upon other events taking place. In English, these are usually used as a part of “if/then” statements. Below are the two conditional tenses with examples of each.

<b>Present</b>	Koha e tashme	Po të isha i ri si ti, do të punoja pa pushim./ Po të isha i ri si ti, kisha për të punuar pa pushim. <i>If I was as young as you, I would have worked with no breaks.</i>
<b>Present Perfect</b>	Koha e kryer	Duhet të ketë qenë ora dy i mëngjesit kur ika. <i>It must have been 2 o'clock in the morning when I left.</i> Isha krejt i lire të beja çfarë të doja. <i>I was completely free to do whatever I wanted.</i>

### Admirative Mood – Mënyra Habitore

Used when expressing surprise, admiration, and/or unexpectedness. While this mood does not exist in English, it may be useful to imagine that it would be used when an English speaker would normally have placed “Wow!” at the beginning of a statement, such as, “Wow, you have grown!” Below is an example of the admirative tense.

<b>Present</b>	Koha e tashme	Shkofsh e ardhsh pa një therrë në këmbë. <i>I hope you go and come without a sliver on your foot!</i> Ju qoftë rruga e mbarë! <i>May you travel in a straight (safe) path!</i> Paq fat! <i>Good (have) luck!</i>
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### Imperative Mood – Mënyra Urdhërore

Used when commanding or requesting another person/people to perform an action. As with English, this form is only used in the “you” form. (Note, however, that in Albanian, there are two ways to say “you”: ti—singular/informal and ju—plural/formal. Therefore, the verb will be conjugated differently, depending on which form of “you” (ti/ju) is being commanded.) Below is an example of the imperative tense.

#### **Present**

Koha e tashme

Lëri këto biseda, të lutem.  
*Stop talking of such things, please.*  
Eja shpejt këtu.  
*Come here right now.*

### Infinitive – Paskajorja

#### **Examples:**

Shkova në dyqan për të blerë një bukë.

*I went to the store to buy a loaf of bread.*

Dyshimi është rruga për të gjetur të vertetën.

*Doubt is the way to find the truth.*

Kjo është për të qeshur dhe për të qarë

*This makes me laugh and it makes me cry.*

### Gerund – Përcjellorja

#### **Examples:**

Mjegulla ngrihej lart duke krijuar një hapësirë të tejdukshme midis saj dhe fushës.

*The cloud rose up creating a transferable space between itself and the field.*

Duke mos ditur ç'të bënin, misionarët u kthyen në shtëpi.

*Not knowing what to do, the missionaries returned home.*

### Past Participle – Pjesorja

#### **Examples:**

Duke parë, duke bërë.

*As we see, we'll do.*

Kam punuar për këtë organizatë për një kohë të gjatë.

*I have worked for this organization for a long time.*

### Negation – Mohimi: pa punuar, pa mësuar, pa marrë

There are several ways to negate words or phrases in Albanian. When negating a verb, one of the following would be used: “nuk,” “s,” “mos,” or “pa.” When negating a noun, proper noun, pronoun, adverb, or adjective, “jo” would be used.

When negating in the indicative, or admirative mood, use “nuk” or “s’.”

When negating in the imperative, optative, conditional, or subjunctive mood, or with a gerund (“-ing” endings) or an infinitive, use “mos.” The English equivalent of “mos” is “don’t.”

When negating with a past participle, use “pa.” The English equivalent of “pa” is “without.”

#### **Examples:**

Të gjitha këto përgatitje i bëmë **pa** ardhur ti. *We made all these preparations without you.*

Valmira ecte me nxitim **pa** kthyer kokën nga asnjëra anë. *Valmira walked in a hurry not turning her head either way.*

Pa luajtur këmbët, nuk luajnë dhëmbët. *Without moving your feet, the teeth won’t move.*

Mos e çaj kohën. (Literally, “Don’t split your head.”) *Don’t worry about it./Don’t sweat it.*

Mos më merr inat! *Don’t hate me.*

Mood	Example
Indicative	Këtë vit, nuk shkojmë për pushime. <i>This year, we do not go on vacation.</i>
Conditional	Në qoftë se nuk flisni shqip, mos më lini një mesazh. <i>If you don’t speak Albanian, please don’t leave me a message.</i>
Admirative	Nuk paske hulumtuar thellë. <i>You didn’t dig in deeper.</i>
Subjunctive	Avioni mund të mos arrijë në kohë. <i>The plane could be late.</i>
Imperative	Mos e shiko lëkurën shikoje punën. <i>Don’t look at his/her skin, look at his/her work.</i>
Optative	Mos pafshim nesër! <i>I hope we don’t see each other tomorrow!</i>
Infinitive	Për të mos ditur, nuk mund të kërkojmë. <i>To not know, we cannot ask.</i>
Past Participle	Ikën pa na thënë lamtumirë. <i>They left without saying goodbye.</i> Doli pa ngrënë mëngjes. <i>He left without eating breakfast.</i>

## Possessive Adjectives

### English Possessive Adjectives

my	our
your (sg)	your (pl)
his/her	their

**Nominative Albanian Possessive Adjectives**

(masculine/feminine)

im/ime	ynë/jonë
yt/jote	juaj
i/e tij / i/e saj	i/e tyre

**Accusative Albanian Possessive Adjectives**

(masculine/feminine)

tim/time	tonë
tënd/tënde	tuaj
e tij / e saj	e tyre

**Dative/Ablative Albanian Possessive Adjectives**

(masculine/feminine)

tim/sime	tonë/sonë
tënd/sate	tuaj/suaj
të/së tij / të/së saj	të/së tyre

**Plural Albanian Possessive Adjectives (all cases)**

(masculine/feminine)

e/të mi / e/të mia	tanë/tona
e/të tu / e/të tua	tuaj/tuaja
e/të tij / e/të saj	e/të tyre

**Noun Declensions**

The tables below give general patterns for how nouns with a given nominative, singular, indefinite ending will be declined. There are exceptions, so it is wise to double check the nominative declensions in a dictionary. The majority of the exceptions exist in the plural forms of masculine nouns.

**Masculine**

	Singular Indefinite		Singular Definite		Plural Indefinite		Plural Definite
Nominative	-consonant	-ër	+i	→ri	+e	→ra	same as left, but +t(ë)
	-g, h, k	-ë	+u	→i	+ë	→ra	
	-ll	-i	+i	+u	→j	+nj	
Accusative	same as above		same as above, but +n		same as above		same as above
Genative Dative Ablative	same as nominative, singular, definite		same as nominative, singular, definite, but +t		same as nominative, plural, indefinite, but +ve (or +sh if ablative and indefinite)		

**Feminine**

	Singular Indefinite		Singular Definite		Plural Indefinite		Plural Definite
Nominative	-e	-ër	→ja	→ra	→e	→ra	→et    →rat
	-ë	-i	→a	→ia	→a/ë	→i	→at    →itë
Accusative	same as above		→en	→rën	same as above		same as above
			→ën	→inë			
Genative Dative Ablative	→eje	→re	→es	→rës	same as nominative, plural, indefinite, but +ve (or +sh if ablative and indefinite)		
	→e	→ie	→ës	→isë			

## Turkish Loan Words Fjalët e huazuara nga gjuhët e huaja

Albanian (Turkish/Arabic)	English
pejgamber	prophet
xhehenem	hell
xheneti	paradise/heaven
kijamet	apocalypse
namaz	time when Muslims pray
zeqati	alms (similar to fast offerings)
murted	apostate
kitab	book
hallall	Kosher also translates to "it's worth it"
xhamia	mosque
E Xhuma	Friday
Pazar	Sunday
bosh	empty
roman	novel
Komshi	neighbor
Koltuk	armchair
Çizme	boots
Havaja	heavens/air
Rahat	comfortable
Para	money
Shishe	bottle
Jeshile	green
hallë, teze	aunt
dembel	lazy
Haber	news
Boll	plenty of
Tamam	exactly
Çerek	quarter
Kat	Floor
Bereqet	Harvest/bounty
Bereqavez	In reply to how are you, it means neither well or bad.
Shyqyr	Conveys the notion that we're getting by, or not too bad.
Kismet	I am glad
Ishallah	God willing
Bajat	stale or gone bad
Kurban	Sacrifice
penxhere	window
aksham	evening
Cardak	garden
avash	slowly
avli	on the wall

zarar	blame, fault
hakikat	respect
qebap	hell
Xhade	road
Nashti	now
Ma(r)shallah	oh my goodness
Haber	announcement

## Common Biblical Figures

Albanian (Turkish/Arabic)	English
Isa	Jesus
Adem	Adam
Xhebrail	Gabriel
Ibrahim	Abraham
Muhamed	Mohammed
Iblis	Satan
Jakub	Jacob
Ismail	Ishmael
Ishaku	Isaac
Musai	Moses
Harun	Aaron
Merjeme	Mary
Davud	David
Israilu	Israel
Nuhu	Noah
Hava	Eve
Sulejman	Solomon

## Common Mistakes

di vs. njoh: to know something vs. someone

jam mbushur vs. jam ngopur – I am filled vs. I'm full (from eating)

kërkoj \_\_\_\_ NOT kërkoj **për** \_\_\_\_

më pelqën ai/ajo NOT më pelqën **atë**

të falem

e kam qejf atë NOT e kam qejf **me** atë

kohë/herë/ora

flasim **për** \_\_\_\_ NOT flasim **rreth**

magazinë vs. gazetë

Do jem aty për një muaj vs. do jem aty një muaj. Counterintuitive

By doing: nga duke bërë . . . s'ka kuptim

Më fal vs më vjen keq . . . Më fal (I am sorry/Literally, "Forgive me") Më vjen keq (I am sorry you lost your brother./I'm sorry to hear that./Literally, "It comes to me badly.")

## Colloquialisms that Don't Translate Well

E kam fjalën për . . .	I am talking about
E kam qejf	I like it (literal translation, I have it fun)
Tek e fundit	In the end or if worst came to worst
Mos ca koken (kryet)	Don't bother (literal translation, don't split your head)
Merr vesh/ kupto	Get it?
Ku di gjë unë?	How should I know
më flihet	I want to sleep
a je lodh	Are you tired/ common to ask people when they seem tired
a u merzite?	Did you feel so sad
merr mendje	I think
mbush mendjen	To convince
nëpër këmbë	Trample
më fut frikën	You got me scared
më vënë frikë	Put fear in me
Varja	let it go, forget about it
më përvëlohet zemra/shpirti për ____	my heart burns for/ yearns for ____
I kam rënë pishman	I regret it
më vranë veshët	that wasn't pleasing to my ears, I don't like the way that sounds
vjen ndër mend	I remember
majë të hundit	I am at the end of my patience
e kam inat	I despise it
Me thënë të drejtën	To tell you the truth
S'bëhet fjalë	It goes without saying, it doesn't matter
Domëthënë	So, basically, that is to say
Të kesh parasysh	Imagine
Ma hoqi trurin	Blew my mind.
Qysh, tek, si	Qysh (Gheg), Si (Tosk) how, over at
Marr frymë	Breathe
Heq dorë	I gave up
Ngul këmbë	I am putting my foot down on this
Shnet e jet u rriç përpjetë, kurrë e liga mos të gjettë.	Health, and may you grow up upward, hope the bad fate will never catch you.
Qiti paratë.	Gimme the money.
Mos i shtin hund gjithku.	Don't put your nose where it does not belong.
Mesa ndahet mishi nga thoi, aq ndahet edhe ati nga i biri.	If you can separate the nail from flesh, that's when you will separate son and father.
Me krah të lehtë.	I hope it will be easy.
Ta priftë e mbara.	Everywhere you go, may you be led by the right.
qqja e natës.	Like a night owl.
Ç'na ka gjet.	What is happening to us.
Ç'te bësh gomarit, i bie samarit.	Don't shoot the messenger (literal translation, you are mad at the donkey and hit the saddle).

T'u bëftë nëna kurban.

May your mother become a sacrifice for you; mother's little darling!

S'di nga lidhet gomari.

I don't know how to fix this.

Je shumë i zgjuar kur nuk je në gjumë.

You are very smart when you are not sleeping.

## Tongue Twisters

Kupa me kapak, kupa pa kapak.

Kali ka katër këmbë, këmbët e kalit kërcasin kur kali kalon kanalin.

E shes thesin, s'e shes thesin!

Plepi plak i plasur, pak palce paska pasur!

Thiu theret me thuprathane.

Kujt i bie bufi (eenie meenie)

Aj baj, kombi i saj, nija nija kompanija, tiki, taku, se meraku, aj baj bufi

## Sample Gheg Vocabulary

<i>Gheg</i>	<i>Tosk</i>	<b>English</b>
<i>boll</i>	<i>mjaft</i>	enough
<i>hala</i>	<i>akoma</i>	still, yet
<i>send</i>	<i>gjë</i>	thing
<i>naj sen</i>	<i>ndonjë gjë</i>	anything
<i>hajn</i>	<i>hajdut</i>	crook, thief
<i>ama</i>	<i>por</i>	but
<i>tashti</i>	<i>pastaj</i>	then
<i>masanej</i>	<i>prandaj</i>	therefore
<i>simbas</i>	<i>sipas</i>	according to
<i>Apet</i>	<i>prap, akoma</i>	again, still
<i>mangup</i>	<i>maskara</i>	rascal
<i>hazër</i>	<i>gati, i/e gatshëm/me</i>	ready
<i>troç</i>	<i>haptas, haptazi</i>	openly, candidly
<i>kerr</i>	<i>makinë</i>	car
<i>gjithqysh</i>	<i>gjithsesi</i>	by all means
<i>qysh</i>	<i>si</i>	how, like, as
<i>asnjani</i>	<i>asnjëri</i>	no one
<i>xhevap</i>	<i>përgjigje</i>	answer
<i>qysh prej</i>	<i>që nga</i>	since
<i>tesha</i>	<i>rroba</i>	clothes
<i>helbete</i>	<i>sigurisht</i>	surely
<i>barborëk</i>	<i>shtrig</i>	witch
<i>fllad</i>	<i>fresket</i>	fresh
<i>lloq</i>	<i>baltë</i>	mud
<i>thi</i>	<i>derr</i>	Pig used interchangeably
<i>knus</i>	<i>gjel</i>	rooster

<i>tlyn</i>	<i>gjalp</i>	butter
<i>tamël</i>	<i>qumësht</i>	milk
<i>bostan</i>	<i>shalqi</i>	melon
<i>patligjan të zi</i>	<i>patëllxhan</i>	eggplants
<i>patligjana</i>	<i>domate</i>	tomato
<i>pod</i>	<i>dysHEME</i>	floor
<i>knej</i>	<i>këtej</i>	this way
<i>anej</i>	<i>andej</i>	that way
<i>llavabo</i>	<i>lavaman</i>	sink
<i>shkrepsë</i>	<i>qakmak</i>	lighter
<i>shangarep</i>	<i>karrotë</i>	carrot
<i>tucan</i>	<i>frikacak</i>	scaredy-cat
<i>kauq</i>	<i>divan</i>	couch
<i>dervet</i>	<i>drevat</i>	bed
<i>kravat</i>	<i>kollare</i>	necktie
<i>doboki</i>	<i>ngrirës</i>	freezer
<i>frizhider</i>	<i>frigorifer</i>	refrigerator
<i>pizhama</i>	<i>pizhamë</i>	pajamas
<i>lesh</i>		all hair that's not on top of head
<i>nensjetull</i>	<i>nën sqetull</i>	underarm
<i>voe</i>	<i>vezë</i>	egg
<i>voet</i>	<i>vezat</i>	eggs
<i>banesë</i>	<i>shtëpi, apartament</i>	home, place where you live that you are renting
<i>kanall</i>	<i>kanal</i>	channel (T.V.)
<i>pembe</i>	<i>rozë</i>	pink
<i>përmas</i>	<i>mbrapa</i>	behind
<i>kastravec</i>	<i>trangull</i>	cucumber
<i>hajgare</i>	<i>shaka</i>	joke
<i>hajgarexhi</i>	<i>shakaxhi</i>	jokester
<i>kimik</i>	<i>stilolaps</i>	pen
<i>kapuq</i>	<i>kapelë</i>	hat, hood
<i>flam</i>	<i>ethe</i>	fever
<i>krye</i>	<i>kokë</i>	head
<i>pramë</i>	<i>mbrëmë</i>	last night
<i>marre</i>	<i>turp</i>	shame
<i>frizer</i>	<i>berber</i>	barber
<i>vet</i>	<i>njeri, qenie</i>	person
<i>qe</i>	<i>ja</i>	here it is
<i>kupatill</i>	<i>banjë</i>	bathroom
<i>nxan</i>	<i>i/e zënë</i>	busy
<i>femna</i>	<i>e dashura</i>	girlfriend
<i>frajeri</i>	<i>i dashuri</i>	boyfriend
<i>qyp, hi, ish</i>		git, scram (said to animals)



<i>magjup</i>	<i>roma</i>	gypsy
<i>setër</i>	<i>xhaket, kostumë</i>	suit coat
<i>xhemper</i>	<i>pulover, triko</i>	sweater
<i>fermerka</i>	<i>xhins</i>	jeans
<i>Jakne / mont</i>	<i>xhup</i>	jacket
<i>greshalis</i>	<i>presje</i>	nail clippers
<i>llanjer</i>	<i>penel</i>	eye liner
<i>zidi</i>	<i>muri</i>	wall
<i>prezonja</i>	<i>dritarja</i>	window
<i>kombi</i>	<i>furgon</i>	van
<i>grosh/pasule</i>	<i>fasule</i>	beans
<i>vishnjë</i>	<i>qersh</i>	cherries
<i>Virshlle, suxhuk</i>	<i>shalsiçe</i>	Hotdog, sausage
<i>kitër</i>	<i>ketër</i>	squirrel
<i>pemë</i>	<i>frut</i>	fruit
<i>krejt</i>	<i>të gjithë</i>	all
<i>Karkalec/bubë</i>	<i>kacabu</i>	cockroach
<i>Sok</i>	<i>lëng</i>	juice
<i>Tanir</i>	<i>pjatë</i>	plate
<i>Kompir</i>	<i>patate</i>	potatoes
<i>Pomfrit</i>	<i>patate të skuqura</i>	French fries
<i>Brave</i>	<i>dorezë</i>	door handle
<i>Struj</i>	<i>rrymë</i>	current
<i>Zejtin</i>	<i>vaj</i>	oil
<i>shtikër</i>	<i>prizë</i>	outlet
<i>dredhëz</i>	<i>luleshtrydhe</i>	strawberry
<i>zhabë</i>	<i>bretkos</i>	frog
<i>trenerka</i>	<i>pantallona djerse</i>	sweatpants
<i>bidonë</i>	<i>shishe</i>	bottle
<i>veq</i>	<i>vetëm</i>	just, only
<i>me spic</i>	<i>me bollëk</i>	with abundance
<i>sebe</i>	<i>arsye</i>	reason
<i>haber</i>	<i>lajme</i>	news
<i>gjinja</i>	<i>njerëz</i>	people
<i>zorë</i>	<i>të brendshmet</i>	insides, guts
<i>asajde</i>	<i>Kënde</i>	This way
<i>kësajde</i>	<i>ande</i>	That way
<i>e xhuma</i>	<i>e premte</i>	Friday
<i>E dill</i>	<i>E Diele</i>	Sunday
<i>kallnor</i>	<i>janar</i>	January
<i>fror</i>	<i>shkurt</i>	February
<i>nandor</i>	<i>nëntor</i>	November
<i>sahat</i>	<i>orë</i>	hour
<i>maicë</i>	<i>bluzë me mëngë të shkurtra</i>	T-shirt

<i>mixha/axhi</i>	<i>xhaxha</i>	uncle
<i>pantolla</i>	<i>pantallona</i>	pants
<i>mysafir</i>	<i>i ftuar</i>	guest
<i>nalt</i>	<i>lart</i>	up high
<i>bërlllog/plehna</i>	<i>plehra</i>	trash
<i>gat</i>	<i>gjatë</i>	Long
<i>gian</i>	<i>gjër</i>	Wide
<i>vikend</i>	<i>fundjavë</i>	weekend
<i>patenti</i>	<i>zinxhir</i>	zipper
<i>ngat</i>	<i>afër</i>	near
<i>unime</i>	<i>Harrova të't them</i>	by the way
<i>hava'</i>	<i>qiell</i>	sky, heavens
<i>hu</i>	<i>shtyllë</i>	fence post
<i>banderi</i>	<i>Shtyllë telefonike</i>	telephone pole
<i>Përnjime?</i>	<i>Ashtu a?</i>	Really!? Seriously!?
<i>unti</i>	<i>uri</i>	hunger
<i>tepih</i>	<i>qilim/tapet</i>	rug, carpet
<i>bre</i>		bud, man, pal Ex. Qysh je bre?
<i>ani</i>	<i>mirë</i>	Ok
<i>aman</i>	<i>aman</i>	Oh dear! (use both in Tosk and Gheg)
<i>qëbap</i>	<i>qoft</i>	sausage
<i>falemnars</i>	<i>faleminderit</i>	thanks
<i>kujshia</i>	<i>komshiu</i>	neighbor
<i>tash</i>	<i>tani</i>	now
<i>katërdhjetë</i>	<i>dyzet</i>	forty
<i>fëltere</i>	<i>tigan</i>	pan
<i>zjerm</i>	<i>zjarr</i>	fire
<i>penxhere</i>	<i>dritare</i>	window
<i>pullaz/kulm</i>	<i>çati</i>	roof
<i>qyfyre</i>	<i>shaka/barcaletë</i>	joke/anecdote
<i>nxet</i>	<i>nxhtë</i>	warm
<i>ngat</i>	<i>afru</i>	to approach
<i>bajagi</i>	<i>mjaft</i>	quite enough
<i>jabonxhi</i>	<i>i huaj</i>	foreigner/outsider
<i>Barna</i>	<i>llaçe</i>	Medicine/pills
<i>me ni</i>	<i>dëgjoj</i>	to listen
<i>me kallzu/kallxu</i>	<i>tregoj</i>	to show
<i>me nejt</i>	<i>rri(ndenjur)</i>	to stay
<i>me mbrri</i>	<i>arrij</i>	to arrive, achieve
<i>me hup</i>	<i>humb</i>	to lose
<i>me pru</i>	<i>sjell (bie)</i>	to bring
<i>me qit</i>	<i>vendos ose bëj/pjek diçka</i>	to place or set OR to make something

<i>me mbshel</i>	<i>mbyll</i>	to close
<i>me nirth</i>	<i>mërdhij</i>	to be cold/freeze
<i>me kqyr</i>	<i>shikoj (këqyr)</i>	to see
<i>me i gra kerrit</i>	<i>ngas (ngarë)</i>	to drive
<i>me flejt</i>	<i>fle (fjetur)</i>	to sleep
<i>me kesh</i>	<i>qesh</i>	to laugh
<i>me kajt</i>	<i>qaj</i>	to cry
<i>me rrejt</i>	<i>gënjej</i>	to lie
<i>me qel</i>	<i>hap</i>	to open
<i>me pertheku</i>	<i>mbërthej</i>	zip/fasten/button
<i>me zpertheku</i>	<i>zbërthej</i>	unzip/unfasten/unbutton
<i>m'u dath</i>	<i>zbathem</i>	to take one's shoes off
<i>m'u desh</i>	<i>zvishem</i>	to undress
<i>m'u tut</i>	<i>frikësohem</i>	to be scared
<i>m'u ngut</i>	<i>nxitohem</i>	to hurry
<i>m'u mburr</i>	<i>të jem krenar</i>	to be proud
<i>me vu në dijeni</i>	<i>sjell ne dijeni</i>	to put into the picture
<i>me kurdis</i>		to plot, conspire
<i>me pegull</i>	<i>hekuros</i>	to iron
<i>m'u zhdryp</i>	<i>zbritem</i>	to descend, get down
<i>me nga</i>	<i>vrapoj</i>	to run
<i>me i shkym</i>	<i>fik ex. dritat</i>	to turn on the lights
<i>me xigilu/gixilu</i>	<i>gudulis</i>	to tickle
<i>ipet</i>	<i>jepet</i>	to be given
<i>m'u gjujt</i>	<i>hidh vetën</i>	to throw yourself off something (a cliff, bridge, etc.)
<i>m'u bashkangjit</i>	<i>bashkohem</i>	to join with
<i>m'u zatet me</i>	<i>përplasem</i>	to bump into
<i>me hanger</i>	<i>ha</i>	to eat
<i>m'u ngi</i>	<i>ngopem</i>	to get full
<i>me dasht</i>	<i>dua</i>	to want
<i>me mujt</i>	<i>mund</i>	can
<i>me hi</i>	<i>hyj</i>	to enter
<i>me cof</i>	<i>ngordh</i>	to croak, die (animals)
<i>me cingrru</i>	<i>ta bëj një zile</i>	to give someone a ring/call

# Missionary Tasks

# Introductions

## Introducing Yourself

<b>Unë</b> <i>I</i>	<b>jam</b> <i>am</i>	<b>një misionar</b> <i>a missionary (male)</i>	<b>e Jezu Krishtit</b> <i>of Jesus Christ</i>
<b>Ne</b> <i>We</i>	<b>jemi</b> <i>are</i>	<b>një misionare</b> <i>a missionary (female)</i>	<b>e Kishës së Jezu Krishtit të Shenjtorëve të Ditëve të Mëvonshme</b> <i>of The Church of Jesus Christ of Latter-day Saints</i>
		<b>misionarë/misionare</b> <i>missionaries (m/f)</i>	
		<b>një përfaqësues</b> <i>a representative</i>	
<b>Ky</b> <i>This (masc.)</i>	<b>është</b> <i>is</i>	<b>shoku im</b> <i>my companion (male)</i>	<b>Elder</b> _____ <i>Elder</i> _____
<b>Kjo</b> <i>This (fem.)</i>		<b>shoqja ime</b> <i>my companion (female)</i>	<b>Motra</b> _____ <i>Sister</i> _____

## Getting to Know Others

<b>Si</b> <i>How</i>	<b>quheni</b> <i>are you called</i>	<b>ju?</b> <i>you? (formal)</i>
<b>Unë</b> <i>I</i>	<b>quhem</b> <i>am called</i>	<b>Elder/Motra</b> _____. <i>Elder /Sister</i> _____.
<b>Nga</b> <i>From where</i>	<b>jeni</b> <i>are</i>	<b>ju?</b> <i>you? (formal)</i>
<b>Unë</b> <i>I</i>	<b>jam nga</b> <i>am from</i>	_____. <i>(name of place).</i>
<b>Çfarë</b> <i>What</i>	<b>keni qejf</b> <i>(do) you like</i>	<b>të bëni?</b> <i>to do?</i>
<b>Më</b> <i>Me</i>	<b>pëlqen të</b> <i>it pleases to</i>	_____. _____.

## Ask Questions

<b>Çfarë besoni</b> <i>What (do) you believe</i>	<b>për</b> <i>about</i>	<b>Perëndinë?</b> <i>God?</i> <b>Jezu Krishtin?</b> <i>Jesus Christ?</i>
<b>Më thoni pak</b> <i>Tell me a little</i>	<b>për</b> <i>about</i>	<b>ndjenjat e tua për Perëndinë?</b> <i>your feelings about God?</i> <b>familjën tuaj?</b> <i>your family?</i>
<b>Cilat</b> <i>Which</i>	<b>janë</b> <i>are</i>	<b>pyetjet e tua për Perëndinë?</b> <i>your questions about God?</i> <b>pritjet e tua për takimet tona?</b> <i>your expectations for our meetings?</i>

## Give an Overview

Noun	Clitic	Verb	DOP	Conjunction
<b>Perëndia</b> <i>God</i>	<b>më</b> <i>me</i>	<b>do</b> <i>loves</i>	<b>mua</b> <i>me</i>	<b>dhe</b> <i>and</i>
	<b>të</b> <i>you</i>	<b>njuh</b> <i>knows</i>	<b>ty</b> <i>you</i>	<b>prandaj</b> <i>therefore</i>
	<b>na</b> <i>us</i>	<b>dëgjon</b> <i>hears</i>	<b>ne</b> <i>us</i>	<b>sepse</b> <i>because</i>

Subject	IOP	Verb	Noun
<b>Perëndia</b> <i>God</i>	<b>më</b> <i>to me</i>	<b>jep</b> <i>gives</i>	<b>profetët</b> <i>the prophets</i>
<b>Ai</b> <i>He</i>	<b>të</b> <i>to you</i>	<b>dërgon</b> <i>sends</i>	<b>përgjigjet</b> <i>the answers</i>
	<b>na</b> <i>to us</i>		<b>urdhërimet</b> <i>the commandments</i>

Subject	"is"	Complement	Article	Ppossessor
<b>Perëndia</b> <i>God</i>	<b>është</b> <i>is</i>	<b>Ati</b> <i>the Father</i>	<b>i</b> <i>of (masc.)</i>	<b>gjithkujt</b> <i>everyone</i>
<b>Jezu Krishti</b> <i>Jesus Christ</i>		<b>Shpëtimtari</b> <i>the Savior</i>		<b>Jezu Krishti</b> <i>Jesus Christ</i>
<b>Fryma e Shenjtë</b> <i>the Holy Ghost</i>		<b>qendra</b> <i>the center</i>	<b>e</b> <i>of (fem.)</i>	<b>planit të Perëndisë</b> <i>God's plan</i>
<b>një profet</b> <i>a prophet</i>		<b>fjala</b> <i>the word</i>		<b>botës</b> <i>the world</i>
<b>Jozef Smithi</b> <i>Joseph Smith</i>		<b>një dëshmitar</b> <i>a witness</i>	<b>i</b> <i>of (masc.)</i>	<b>së vërtetës</b> <i>the truth</i>
<b>Libri i Mormonit</b> <i>the Book of Mormon</i>		<b>laumëtari</b> <i>the messenger</i>		<b>vullnetit të Perëndisë</b> <i>will of God</i>

Subject	Verb "to be" past	Past Participle	Preposition	Object
<b>Kisha</b> <i>The Church</i>	<b>ishte</b> <i>was</i>	<b>rivendosur</b> <i>restored</i>	<b>nëpërmjet</b> <i>through</i>	<b>Jozef Smithit.</b> <i>Joseph Smith.</i>
<b>Doktrinat</b> <i>The Doctrines</i>	<b>ishin</b> <i>were</i>	<b>humbur</b> <i>lost</i>	<b>për shkak të</b> <i>because of</i>	<b>një profeti</b> <i>a prophet</i>
<b>Pagëzimi</b> <i>Baptism</i>		<b>vrrarë</b> <i>killed</i>		<b>njerëzve të këqinj</b> <i>wicked men</i>
<b>Apostujt</b> <i>Apostles</i>		<b>rivendosur</b> <i>restored</i>		
		<b>mohuar</b> <i>rejected</i>		

## Offer a Prayer

**Ati i dashur Qiellor,**  
*Dear Heavenly Father,*

	Direct Object Clitic	Conjugated Verb	Preposition	Noun
Giving Thanks	<b>Të</b> <i>You</i>	<b>falënderoj</b> <i>I thank</i>	<b>për</b> <i>for</i>	<b>Jezu Krishtin</b> <i>Jesus Christ</i>
				<b>udhëheqjen tënde</b> <i>your guidance</i>
				<b>dashurinë tënde</b> <i>your love</i>
				<b>bekimet e tua</b> <i>your blessings</i>
				<b>këtë ditë e bukur</b> <i>this beautiful day</i>
				<b>Jezu Krishtin</b> <i>Jesus Christ</i>
Asking for Blessings	<b>Unë të kërkoj</b> <i>I ask thee</i>	<b>ta</b> <i>to</i>	<b>ndihmosh</b> <i>help</i>	<b>Vëllain _____</b> <i>Brother _____</i>
	<b>Ne të kërkojmë</b> <i>We ask thee</i>	<b>na ndihmo</b> <i>help us</i>	<b>bekosh</b> <i>bless</i>	<b>Motrën _____</b> <i>Sister _____</i>
	<b>Të lutem</b> <i>Please</i>	<b>na beko</b> <i>bless us</i>	<b>me</b> <i>with</i>	<b>më shumë besim</b> <i>more faith</i>
				<b>faljen</b> <i>forgiveness</i>
<b>Në emrin e Jezu Krishtit, amen.</b> <i>in the name of Jesus Christ, amen.</i>				

# Testify

## Testifying

Conj. Verb “di”	Connector “që”	Subject (noun)	Conj. Verbs “jam” and “kam”	Complement/ Participle/ Direct Object
<b>Ne e dimë</b> <i>We know</i>	<b>që</b> <i>that</i>	<b>ungjilli</b> <i>the gospel</i>	<b>është</b> <i>is</i>	<b>i vërtetë</b> <i>true</i>
<b>Unë e di</b> <i>I know</i>		<b>Jezu Krishti</b> <i>Jesus Christ</i>	<b>ka</b> <i>has</i>	<b>Biri i Perëndisë</b> <i>the Son of God</i>
<b>Unë dëshmoj</b> <i>I testify</i>		<b>kjo kishë</b> <i>this church</i>		<b>Shpëtimtari</b> <i>the Savior</i>
		<b>Jozef Smithi</b> <i>Joseph Smith</i>		<b>një profet i vërtetë</b> <i>a true prophet</i>
		<b>Libri i Mormonit</b> <i>the Book of Mormon</i>		<b>i/e vërtetë</b> <i>true</i>
				<b>rivendosur kishën</b> <i>restored the church</i>
				<b>vuajtur për ne</b> <i>suffered for us</i>
				<b>të vërtetën</b> <i>the truth</i>

## Explaining How You Know

Conjunction	Subject + Conj. Verb	Past Participle
<b>Sepse</b> <i>Because</i>	<b>unë kam</b> <i>I have</i>	<b>pyetur Perëndinë</b> <i>asked God</i>
	<b>ai ka</b> <i>he has</i>	<b>vepruar</b> <i>acted</i>
	<b>ne kemi</b> <i>we have</i>	<b>lexuar Librin e Mor- monit</b> <i>read the Book of Mormon</i>



## Extend a Commitment

### Extending Commitments

			Future Tense Conjugation		
Për të <i>In order to</i>	ditur që kjo është e vërtetë <i>know that this is true</i>	a do të <i>will</i>	lexoni <i>you read</i>	Librin e Mormonit? <i>the Book of Mormon?</i>	
	treguar besim <i>show faith</i>			këtë kapitull? <i>this chapter?</i>	
	*u bindur Perëndisë <i>obey God</i>		luteni <i>will you pray</i>	me zë të lart? <i>out loud?</i>	
Kur <i>When</i>	marrë këta bekime <i>receive these blessings</i>	përgjigjet <i>(he) answers</i>		Perëndisë? <i>to God?</i>	
			vini në kishë <i>will you come to church</i>	me ne? <i>with us?</i>	
				të dielën? <i>this Sunday?</i>	
Nëse <i>If</i>	Perëndia <i>God</i>	ndjeni <i>(you) feel</i>	lutjeve të tua <i>your prayers</i>	a do të <i>will</i>	pagëzoheni? <i>you be baptized?</i>
	ju <i>you (formal)</i>	dini <i>(you) know</i>	që është e vërtetë <i>that it is true</i>		bindeni Perëndisë? <i>you obey God?</i>
					pendoheni? <i>you repent?</i>

### Responding Appropriately Using Clitics

Positive Reactions					Negative Reactions				
Perëndia <i>God</i>	do të <i>will</i>	accusative clitics			A mund të <i>Can</i>	dative clitics			jo? <i>not?</i>
		të <i>you (sing.)</i>	ndihmojë <i>help</i>	në jetën tende/tuaj <i>in your life</i>		Më <i>to me</i>	shpjegoni <i>you explain</i>		
		ju <i>you (pl.)</i>	bekojë <i>will bless</i>	sigurisht <i>for sure</i>		Na <i>to us</i>	thoni <i>you say</i>	pse <i>why</i>	thoni ashtu? <i>you say so?</i>
			përgjigjet <i>will answer</i>	në kohën e duhur <i>in due time</i>			përsëritni <i>you repeat</i>		hezitoni? <i>you hesitate?</i>

\*Note: "Për të" is combined with the passive reflexive "u," to become "Për tu" Also, See VP book for days, date, and time.

## Introduce a Scripture

### Introduce a Scripture

A mund të <i>Can</i>	ndajmë <i>we share</i>	një shkrim <i>a scripture</i>	me ju? <i>with you?</i>			
	lexoni <i>you read</i>	një mesazh <i>a message</i>	nga Libri i Mormonit <i>from the Book of Mormon</i>	me familjën tuaj? <i>with your family?</i>		
		një anal <i>an account</i>	nga Bibla <i>from the Bible</i>	për ____? <i>about ____?</i>		
Është <i>It's</i>	në Librin e Mormonit <i>in the book of</i>	2 Nefi <i>second Nephi</i>	kapitulli ____ <i>chapter ____</i>	nga <i>from</i>	vargu ____ <i>verse ____</i>	deri ____. <i>to ____.</i>
		Moroni <i>Moroni</i>				

### Give Background and Apply the Scripture

<b>Këtu, Nefi</b> <i>Here, Nephi</i>  <b>Në këtë kapitull, Moroni</b> <i>In this chapter, Moroni</i>  <b>Jezusi</b> <i>Jesus</i>	<b>mëson</b> <i>teaches</i>  <b>shpjegon</b> <i>explains</i>  <b>tregon</b> <i>shows</i>	<b>si</b> <i>how</i>	<b>të keni</b> <i>to have</i>  <b>të merrni</b> <i>to receive</i>  <b>të ndiqni</b> <i>to follow</i>	<b>besim</b> <i>faith</i>  <b>një përgjigje nga Perëndia</b> <i>an answer from God</i>  <b>shembullin e Tij</b> <i>His example</i>
<b>Ndërsa</b> <i>While</i>  <b>Kur</b> <i>When</i>	<b>lexoni,</b> <i>(you) read,</i> <b>lexojmë,</b> <i>(we) read,</i>  <b>ai flet,</b> <i>(he) speaks,</i>	<b>vini re</b> <i>notice</i>  <b>mendoni për</b> <i>think about</i>  <b>kërkoni për</b> <i>look for</i>	<b>si</b> <i>how</i>	<b>ndiheni</b> <i>you feel</i>  <b>aplikohet</b> <i>it applies</i>  <b>mund ta dini të vërtetën</b> <i>you can know the truth</i>
<b>Çfarë</b> <i>What</i>  <b>Pse</b> <i>Why</i>  <b>Si</b> <i>How</i>	<b>mendoni</b> <i>(do) you think</i>  <b>aplikohet</b> <i>(does) it apply</i>		<b>për këtë?</b> <i>about this?</i>  <b>është i/e rëndësishëm(me)?</b> <i>is important?</i>  <b>juve?</b> <i>to you?</i>	

\*Note: See VP Book for numbers and books of scripture

## Share an Experience

Nom.	Simple Past Verb	Imperfect Verb	If There Is	Noun
<b>Jozef Smithi</b> <i>Joseph Smith</i>	<b>deshi/desha</b> <i>wanted</i>	<b>të dinte/djia</b> <i>to know</i>		<b>një kishë të vërtetë</b> <i>a true church</i>
<b>Unë</b> <i>I</i>	<b>dëshiroi/dëshirova</b> <i>desired</i>	<b>të gjente/gjeja</b> <i>to find out</i>	<b>nëse ka</b> <i>if there is</i>	<b>një Perëndi</b> <i>God</i>
				<b>falje për mëkatet</b> <i>forgiveness of sins</i>

Noun	Past Verb	Phrase
<b>Ai</b> <i>He</i>	<b>vendosi/vendosa</b> <i>decided</i>	<b>ti lutej/lutesha Perëndisë</b> <i>to pray to God</i>
<b>Unë</b> <i>I</i>	<b>filloi/fillova</b> <i>began</i>	<b>ta studionte/studioja Biblën</b> <i>to study the Bible</i>
		<b>të vizitonte/vizitoja kishën</b> <i>to visit the church</i>

Make Paragraphs	Nom.	Past Verb	Acc.
<b>pra</b> <i>so</i>	<b>Perëndia</b> <i>God</i>	<b>Perëndia</b> <i>God</i>	<b>Jozefin</b> <i>Joseph</i>
<b>prandaj</b> <i>therefore</i>	<b>Jezusi</b> <i>Jesus</i>	<b>Jezusi</b> <i>Jesus</i>	<b>mua</b> <i>me</i>
<b>për shkak të asaj</b> <i>because of that</i>	<b>Shpirti</b> <i>The Spirit</i>	<b>Shpirti</b> <i>The Spirit</i>	
<b>përpara</b> <i>before</i>			
<b>pastaj</b> <i>after that</i>			
<b>gjithashtu</b> <i>also</i>			

Pronoun	Past Verb	God	Phrase
<b>Ai</b> <i>He</i>	<b>gjeti/gjeta që</b> <i>found out that</i>	<b>Perëndia</b> <i>God</i>	<b>dhe Jezusi janë qenie të ndara</b> <i>and Jesus are separate beings</i>
<b>Unë</b> <i>I</i>			<b>ka një trup fizik</b> <i>has a physical body</i>
			<b>përgjigjet lutjeve</b> <i>answers prayers</i>

Nom.	Verb	That	Nom. Noun	Clitic	Cerb	Acc. Noun
<b>Ai</b> <i>He</i>	<b>gjeti/gjeta</b> <i>found out</i>	<b>që</b> <i>that</i>	<b>Perëndia</b> <i>God</i>	<b>i</b> <i>them</i>	<b>dëgjon</b> <i>hears</i>	<b>fëmijet e tij</b> <i>His children</i>
<b>Unë</b> <i>I</i>	<b>kuptoi/kuptova</b> <i>understood</i>		<b>Jezu Krishti</b> <i>Jesus Christ</i>	<b>më</b> <i>me</i>	<b>udhëheq</b> <i>leads (guides)</i>	<b>mua</b> <i>me</i>
<b>Ju mund të</b> <i>You can</i>				<b>na</b> <i>us</i>	<b>bekon</b> <i>blesses</i>	<b>ne</b> <i>us</i>
				<b>ju</b> <i>you</i>	<b>shëron</b> <i>heals</i>	<b>ju</b> <i>you</i>

# How To Begin Teaching

## Establishing Expectations

<b>Ne duam</b> <i>We want</i>	<b>t'ju ndihmojmë të</b> <i>to help you to</i>	<b>njihni Perëndinë</b> <i>know God</i> <b>dini të vërtetën</b> <i>know the truth</i> <b>ndjeni më shumë lumturi</b> <i>feel more happiness</i>	<b>personalisht</b> <i>personally</i> <b>nëpërmjet pagëzimit</b> <i>through baptism</i> <b>nëpërmjet Jezu Krishtit</b> <i>through Jesus Christ</i>
<b>Ne</b> <i>We</i>	<b>(nuk) jemi</b> <i>are (not)</i>	<b>të përsosur, por ne jemi</b> <i>perfect, but we are</i> <b>si udhëheqësit</b> <i>like guides</i>	<b>dërguar nga profeti i Perëndisë</b> <i>sent by the prophet of God</i> <b>për ju</b> <i>for you</i>

Question	Verb	Noun
<b>A</b> <i>Do</i>	<b>doni</b> <i>you want</i> <b>kërkoni</b> <i>you seek</i>	<b>paqe?</b> <i>peace?</i> <b>besim?</b> <i>faith?</i> <b>lumturi?</b> <i>happiness?</i>

## Understanding Background and Expectations

<b>Nese kuptoj drejt,</b> <i>If I understood correctly,</i>	<b>ju (nuk) doni</b> <i>you want (not)</i>	<b>të kuptoni</b> <i>to understand</i> <b>të dini</b> <i>to know</i>	<b>pse</b> <i>why</i> <b>si</b> <i>how</i> <b>për</b> <i>about</i> <b>të vërtetën për</b> <i>the truth about</i>	<b>jeni/jemi të ndryshëm</b> <i>you are/we are different</i> <b>të njihni Perëndinë</b> <i>to know God</i> <b>Mormonët</b> <i>the mormons</i> <b>qëllimin e jetës</b> <i>the purpose of life</i>
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For You	Question	Is	Noun
<b>Për ju,</b> <i>For you,</i> <b>Në mendimin tuaj,</b> <i>In your opinion,</i>	<b>kush</b> <i>who</i> <b>çfarë</b> <i>what</i>	<b>është</b> <i>is</i>	<b>Perëndia?</b> <i>God?</i> <b>besim?</b> <i>faith?</i> <b>lumturi?</b> <i>happiness?</i>

Question	Is	Noun	Adjective	For You
<b>Pse</b> <i>Why</i> <b>Si</b> <i>How</i>	<b>është</b> <i>is</i>	<b>pendimi</b> <i>repentance</i> <b>Krishti</b> <i>Christ</i> <b>familja</b> <i>the family</i>	<b>i rëndësishëm</b> <i>important (masc.)</i> <b>e rëndësishme</b> <i>important (fem.)</i> <b>ndihmues</b> <i>helpful</i>	<b>për ju?</b> <i>for you?</i>



# Grammar Glossary

# Grammar Glossary

This glossary is designed to be a quick reference to common grammar terms. Explanations on how to use these terms in Albanian, as well as grammar terms unique to the language, can be found in different sections throughout the book.

## **adjective**

Adjectives are words that modify or describe a noun or pronoun. They often match the noun they describe in number (singular or plural), case (subject, object, etc.), and gender (masculine or feminine). "An adjective tells you what sort, how many, how large or small, whose, and so on" (*Chicago* 5.66).

## **adverb**

An adverb is a word that describes a verb, an adjective, or another adverb.

## **article**

An article is a word used next to a noun to indicate what kind of reference the noun is making (definite or indefinite). The English articles are "the," "a," and "an."

## **clause**

A clause is a combination of words that includes both a subject and a verb. A clause can be independent or dependent. An independent clause can stand as a sentence on its own. A dependent clause cannot stand on its own, even though it has a subject and a verb, because it does not express a complete thought (e.g., it might start with "because" or "which," making its expression a dependent or incomplete thought).

## **conjugation**

Conjugation means changing a verb's form to show, the tense (present, past, etc.), the person of the subject (e.g., I, you, she, etc.), and the number (e.g., singular or plural).

## **conjunction**

Conjunctions are connecting words used to join or logically connect and order clauses (or concepts within clauses). Some common conjunctions include "and," "or," "if," and "but."

## **demonstrative**

A demonstrative is a word used to point to specific things, such as "this," "that," "those," "this one," and "that one." Demonstrative adjectives modify nouns in the sentence. Demonstrative pronouns replace the nouns that they refer to.

## **case**

A grammatical change in nouns, pronouns, and adjectives that reflect the function of the word in the sentence. English marks case primarily in pronouns. It has three cases: nominative (to mark the subject, for example, I, you, he, etc.), objective (to mark objects, for example, me, you him, her, etc.), and genitive or possessive (to mark possession, for example, my, your, his, her, etc.). Many languages mark all the words in the noun phrase with affixes to indicate case. Some languages have as many as fifteen or more different cases.

## **gerund**

In English a gerund is a verb that is modified by adding -ing to form a noun. For example, "Hiking is my favorite sport."

**helping verb**

A helping, or auxiliary, verb is used in coordination with a main verb to express nuances in the meaning of the main verb, for example, “I see” vs. “I have seen.” “Have” is the helping verb and must be combined with the main verb “seen” to express the nuance in meaning.

**noun**

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence.

**object**

The object of the sentence is whatever is being acted upon by the subject. Not all sentences have objects, but many do. Objects can be direct or indirect.

- *Direct*: A direct object is the person, place, thing, or idea which the verb is directly acting upon.
- *Indirect*: An indirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as “to” or “for” something.

**particle**

A particle is a word that does not fit under the main parts of speech. Particles can be used to emphasize particular words or parts of a sentence, and many do not translate well into English. Some particles can also act as another part of speech (e.g., conjunctions).

**phrase**

A phrase is a combination of words that lacks either a subject or a verb.

**possessive adjective**

A possessive adjective is a word used with nouns to show possession, such as “my,” “your,” and “his.”

**preposition**

Prepositions tell us how, when, or where something is taking place. These words always precede a noun or pronoun. Combining a preposition with a noun or pronoun forms a prepositional phrase. For example, “through the Spirit” is a prepositional phrase in which “through” is the preposition and “the Spirit” is the noun.

**pronoun**

Pronouns are words that replace nouns. For example, “they” instead of “the people,” or “he” instead of “the man.”

**subject**

The subject of a sentence is the person, place, thing, or idea (the noun) that performs an action (the verb).

**verb**

Verbs express actions or states of being. For example, a person “prays,” “loves,” and “blesses.” These are things the subject (doer of the verb) does. A person “is,” “seems,” and “belongs.” These express states the subject experiences.

**verb tense**

Verbs will conjugate, or change, to indicate whether an action happened in the past, is happening in the present, or will happen in the future.





# Scenario Practice

## Scenario Practice

The following list contains prompts to practice how you would respond to certain scenarios. Use these prompts throughout your mission to improve your ability to answer a variety of questions and respond to different situations. You can practice responding to these prompts on your own, with your companion, or with a native speaker.

While you may not encounter these exact scenarios, practicing the language with these scenarios will help you:

- Learn new vocabulary words
- Memorize words and phrases
- Improve your understanding of grammar principles
- Have more comfortable and natural conversations
- Prepare for situations that you might encounter in your daily activities

### Teaching

1. You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"
2. You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.
3. A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.
4. Give a short talk about the Holy Ghost at a baptismal service.
5. Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.
6. Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.
7. Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.
8. Explain to an investigator with a baptismal date what they need to do to prepare to go the temple.
9. Explain repentance to a new investigator with no religious background.
10. Explain faith to an investigator who is struggling with an alcohol addiction.
11. You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.
12. Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.
13. Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.
14. A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"
15. Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.
16. Teach a small lesson in district meeting about using the scriptures.
17. Explain the necessity of trials to an investigator that is going through economic hardship.
18. You are asked to give a short talk in sacrament meeting about the scriptures. Explain the relationship between the Book of Mormon and the Bible.
19. Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.
20. Explain how to pray to a man who has grown up reciting prayers.

21. A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.
22. Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.
23. You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.
24. Tell an investigator what happens after we die.
25. Tell an investigator about pre-earth life.
26. Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.
27. You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.
28. Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.
29. An investigator tells you that she has heard that we do not believe in the Bible.
30. Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.
31. Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.
32. You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

### Testifying

33. You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.
34. You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.
35. Testify about the importance of temples to a recent convert who is preparing to go to the temple.
36. You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.
37. You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.
38. Bear your testimony of the importance of obedience in a zone conference.
39. You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

### Commitments and Follow-up

40. You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.
41. You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.
42. Invite an active member to invite their non-member friends to a ward activity next week.
43. Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.
44. Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.
45. Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.
46. Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.
47. Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

### Resolving Concerns

48. One of your progressing investigators asks you the question, “Why do bad things happen to good people?”
49. An investigator asks you why she cannot drink alcohol every once in a while in social situations.
50. A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear your testimony of the Restoration.
51. Ask three questions that would help you find out why a recent convert has become less active.
52. An investigator tells you that she wants to get baptized but does not know what her family will think.
53. Ask three questions that will help you understand why a new investigator does not want to come to church.

### Telling a Story

54. You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.
55. You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.
56. While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.
57. You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.
58. Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.
59. You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.
60. Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.
61. There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

### Getting to Know Someone

62. You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.
63. Tell about your family to the bishop in the ward you have just been transferred into.
64. Tell a man whom you met on the bus who you are and why you are here as a missionary.
65. A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.
66. You’ve just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.
67. Ask three questions that would help you get to know your new companion.

### Other

68. Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.
69. You are in a district meeting. Tell your district leader about the progress of one of your investigators.
70. You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.
71. Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.

72. Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.
73. You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.
74. Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.
75. A new investigator is curious about missionary life. Talk about what you normally do on preparation day.
76. Tell a new investigator what to expect at a sacrament meeting.



# Answer Key



# Answer Key

## 1 Alphabet and Pronunciation

D.

1. Airport	11. Guitar	21. Motorcycle	31. To regulate
2. Secret	12. Music	22. Oxygen	32. To systemize
3. Computer	13. Talent	23. Hydrogen	33. To assist
4. Mouse (computer mouse)	14. Communism	24. Jealous	34. To imitate
5. Telephone	15. Democracy	25. Cream	35. To organize
6. Airplane	16. State	26. Copy	36. To form
7. Pamphlet	17. Form	27. Paper	37. To be interested
8. Serious	18. To arrest	28. Apocalypse	38. To visit
9. Governor	19. Cosmic	29. Metallic	39. To paint (paint a picture)
10. President	20. System	30. Vote	40. To call (to telephone)

E.

1. Aero <u>p</u> ort	11. Kitar <u>e</u>	21. Motor	31. Regulloj
2. Sekr <u>e</u> t	12. Muzik <u>e</u>	22. Oksigjen	32. Sistemoj
3. Kompj <u>u</u> ter	13. Tal <u>e</u> nt	23. Hidrogjen	33. Asistoj
4. Ma <u>u</u> s	14. Komuniz <u>e</u> m	24. Xhel <u>o</u> z	34. Imitoj
5. Telef <u>o</u> n	15. Demokraci	25. K <u>r</u> em	35. Organiz <u>o</u> j
6. Aeropl <u>a</u> n	16. Sht <u>e</u> t	26. Kop <u>j</u> e	36. Formoj
7. Pamflet	17. Form <u>e</u>	27. Let <u>e</u> r	37. Interesohem
8. Serio <u>z</u>	18. Arrestoj	28. Apokalips	38. Vizit <u>o</u> j
9. Guvernator	19. Kozmik	29. Metalik	39. Pikturoj
10. President	20. Sist <u>e</u> m	30. Vot <u>e</u>	40. Telefon <u>o</u> j

## 3 Five Case

A. Nom=Nominative, Acc=Accusative, Gen=Genitive, Abl=Ablative, and Dat=Dative

1. a. Nom b. Nom c. Nom d. Acc e. Abl f. Abl g. Nom h. Acc i. Acc j. Nom k. Acc l. Abl
2. a. Nom b. Dat c. Acc d. Dat e. Acc f. Nom g. Acc h. Abl i. Abl j. Nom k. Nom l. Acc
3. a. Nom b. Acc c. Acc d. Acc e. Gen f. Nom g. Nom h. Acc i. Acc
4. a. Nom b. Nom c. Dat d. Acc e. Acc f. Dat g. Gen h. Acc i. Acc j. Nom

C. UNË, **Nefi**<sup>a</sup>, duke qenë i lindur nga **prindër**<sup>b</sup> të mirë, si **rezultat**<sup>c</sup> u mësua disi në të gjithë **diturinë**<sup>d</sup> e **atit**<sup>e</sup> tim; dhe pasi kisha parë shumë **vuajtje**<sup>f</sup> gjatë **ditëve**<sup>g</sup> të mia, megjithatë, duke qenë jashtëzakonisht i favorizuar nga **Zoti**<sup>h</sup> në të gjitha **ditët**<sup>i</sup> e mia; po, duke patur një **njohuri**<sup>j</sup> të madhe të **mirësisë**<sup>k</sup> dhe të **mistereve**<sup>l</sup> të **Perëndisë**<sup>m</sup>, kështu që **unë**<sup>n</sup> bëj një **anal**<sup>o</sup> të **ngjarjeve**<sup>p</sup> të mia në **ditët**<sup>q</sup> e mia.

2 Po, **unë** bëj një **anal** në **gjuhën** e **atit** tim, **e cila** përbëhet nga **ajo** që mësojnë **Judenjtë** dhe gjuha e **Egjiptianëve**.

3 Dhe e di, se **anali** që **unë** bëj është i vërtetë dhe unë e bëj me **dorën** time; dhe **unë** e bëj sipas **njohurisë** sime.

4 Pasi ndodhi që në **fillim** të **vitit** të parë të **mbretërimit** të **Zedekias**, **mbret** i **Judesë** (**ati** im, **Lehi**, pasi kishte jetuar gjithë **ditët** e tij në **Jeruzalem**); dhe po atë **vit** erdhën shumë **profetë**, duke profetizuar te **njerëzit** se **ata** duhej të pendoheshin, ose **qyteti** i madh i **Jeruzalemit** duhej të shkatërrohej.

5 Kështu, ndodhi që **ati** im, **Lehi**, ndërsa doli iu lut **Zotit**, po, madje me gjithë **zembrën** e tij në **emër** të **popullit** të tij.

1. a. Nom; b. Nom; c. Nom; d. Acc; e. Gen; f. Acc; g. Abl; h. Nom; i. Acc; j. Acc; k. Gen; l. Gen; m. Gen; n. Nom; o. Acc; p. Gen; q. Acc

2. Nom; Acc; Acc; Gen; Nom; Nom; Nom; Gen

3. Nom; Nom; Nom; Acc; Nom; Abl

4. Acc; Gen; Gen; Gen; Nom; Gen; Nom; Nom; Acc; Acc; Acc; Nom; Nom; Nom; Nom; Gen

5. Nom; Nom; Dat; Acc; Acc; Gen

I. a. Nom b. Acc c. Acc d. Nom e. Dat f. Dat g. Acc h. Acc i. Gen j. Acc k. Acc l. Abl

## 4 Sentence Structure

- B. 1. A kanë ardhur ata në kishë për ta marrë sakramentin?  
2. A do ta japësh dëshminë tënde gjatë mësimit tonë me Agimin?  
3. A do të lozim futbol te fusha e Ali Demit nga ora 10?  
4. A erdhi shoku im i ri, Elder Anderson dje?  
5. A keni edhe 5 minuta para se të ikni?
- C. 1. Pyete shokun tënd nëse ai do që të vijë.  
2. Moroni ishte një dishepull besnik i Jezu Krishtit.  
3. A doni të vini në kishë për ta takuar peshkopin?  
4. Vellai Dushku është i njohur sepse flet shumë shpejt!  
5. Asgjë nuk është e pamundur nëse kemi besim.
- D. 1. Ne nuk po shkojmë te shtëpia e tyre.  
2. Ajo nuk do që të takohet me Motrat.  
3. Ata s'kanë folur me të gjithë që kur dolën nga shtëpia.  
4. Mos ia jep asaj Librin e Mormonit!  
5. Pas orës 9:30, ne nuk mund të shkojmë kudo.

## 5 Gender and Declensions

A. M = masculine F = feminine

1. a. M b. M c. M d. M e. M f. F (Note that this is a feminine word, but pronouns still refer to God as a masculine object. ex. Perëndia im) g. M h. M i. F j. F k. F l. F m. M n. F o. F p. F q. F r. M s. F t. M

2. a. F b. M c. M d. F e. M f. M g. M h. F i. F j. F

D.

	Singular		Plural	
	Indefinite	Definite	Indefinite	Definite
<b>Nominative</b>	plan vëlla familje vend ushqim motër	plani vëllai familja vendi ushqimi motra	plane vëllezër familje vende ushqime motra	planet vëllezërit familjet vendet ushqimet motrat
<b>Accusative</b>	plan vëlla familje vend ushqim motër	planin vëllain familjen vendin ushqimin motrën	plane vëllezër familje vende ushqime motra	planet vëllezërit familjet vendet ushqimet motrat
<b>Dative/ Genitive</b>	plani vëllai familjeje vendi ushqimi motre	planit vëllait familjes vendit ushqimit motrës	planeve vëllezërve familjeve vendeve ushqimeve motrave	planeve vëllezërve familjeve vendeve ushqimeve motrave
<b>Ablative</b>			planes vëllezërsh familjesh vendesh ushqimesh motrash	

E. 1. shoku 2. djalë 3. kalaja 4. male 5. bukurie 6. Ringjallja

C. 1. M, Nom, D, Sg 2. F, Nom, D, Sg 3. F, Acc, D, Sg 4. M, Acc, D, Sg 5. F, Acc, D, Sg 6. F, Acc, D, Sg 7. M, Nom, D, Sg 8. F, Nom, D, Sg 9. M, Acc, D, Sg 10. F, Gen, D, Sg 11. F, Acc, D, Sg 12. F, Abl, D, Pl 13. F, Acc, D, Sg 14. M, Acc, ID, Sg 15. M, Nom, D, Sg 16. F, Acc, D, Sg 17. M, Acc, D, Sg 18. F, Nom, D, Pl 19. M, Nom, D, Sg

## 6 Plurality of Nouns

A. 1. aftësi(të) 2. orë(t) 3. zemra(t) 4. net(ët) 5. zëra(t) 6. flokë(t) 7. barqe(t) 8. tavolina(t) 9. ëndrra(t) 10. buzë(t) 11. mbështetje(t) 12. fjali(të) 13. pata(t) 14. barinj(të) 15. fermerë(t) 16. thonj(të) 17. dyer(t) 18. zjarre(t) 19. festa(t) 20. pyje(t) 21. duar(t) 22. mollë(t) 23. djajë, djajtë 24. dete(t) 25. gota(t) 26. shpata(t) 27. shalle(t) 28. topa(t) 29. mësuese(t) 30. mësues(it)\*

\*for masculine nouns whose indefinite plural ends in a consonant other than nj, -it is added.

B. 1. urdhërimet 2. shkrimet 3. tempuj 4. Mësimet

D. 1. Gabimet 2. Vëllezërit 3. grupe 4. Djemtë 5. re

E. 1. There are many singers here! They sing in the ward choir. 2. There aren't large markets here, there is only one "Big Market." 3. Jesus had many disciples that helped Him with His work. 4. I can't see the sun's rays because of the clouds. 5. The cobbler continues with his work of fixing citizen's shoes.

## 7 Definiteness

- A. 1. Indef 2. Def 3. Def 4. Indef 5. Def 6. Indef 7. Def 8. Def 9. Indef 10. Def 11. Indef 12. Indef 13. Indef 14. Indef 15. Def 16. Def 17. Def 18. Indef 19. Def 20. Indef 21. Def 22. Indef 23. Def 24. Indef 25. Indef 26. Def 27. Def 28. Indef 29. Indef 30. Indef
- B. Perëndi- Indef, Ati- Def, emër- Indef, Birit- Def, Jezu Krishtit- Def, bukë- Indef, shpirtave- Def, kujtim- Indef, trupit- Def, Birit- Def, Perëndi- Indef, Ati- Def, emrin- Def, Birit- Def, urdhërimet- Def, shpirtin- Def
- C. 1. Perëndia jep të gjithë profetëve të gjallë zbulesë. 2. Babai im një herë më ka thënë të përqendrohem për njerëzit rreth meje e jo në vetën time. 3. Unë bëj çmos t'i ndjek urdhërimet. 4. Ky Elder studionte shumë ditë për ditë dhe për shkak të kësaj, ai kishte shumë fuqi shpirtërore kur jepte mësim. 5. Misionarët po iknin nga shtëpia e një familjeje të mrekullueshme kur ata e panë kërkuesin e tyre në anën tjetër të rrugës.
- D. 1. I tried not to cry when I heard the testimony, but it was very touching. 2. Have you heard of His restored church? 3. You can know that God is your Heavenly Father. 4. I prepared a lesson for today, but the investigator's needs guided the lesson in a better direction. 5. I had a warm feeling as I felt the Holy Ghost.
- E. 1. lulja 2. Perëndia 3. kalaja 4. bukuria 5. dasma 6. shkopi 7. zëri 8. mësuesja 9. paraja 10. vëllai 11. përgjigja 12. njeriu 13. akullorja 14. thoi 15. djali 16. dheu 17. ardhja 18. mrekullia 19. plaka 20. burri 21. delja 22. mjeku 23. ariu 24. krahua 25. këmba 26. errësira 27. bregu 28. fusha 29. palltoja 30. motra
- F. 1. kungujt 2. topat 3. brigjet 4. shokët 5. vëllezërit 6. gratë 7. dishepujt 8. lumenjtë 9. trojet 10. pyjet 11. letrat 12. ujqërit 13. vargjet 14. prindërit 15. njerëzit 16. shkëmbinjtë 17. netët 18. fletët 19. djemtë 20. gjërat 21. flokët 22. fshatrat 23. foljet 24. shkaqet 25. kuajt 26. miqtë 27. kutitë 28. mendimet 29. lojërat 30. kujtimet
- G. 1. ky 2. atyre 3. kësaj 4. ato 5. atë 6. ky, atij 7. ata

## 9 The Accusative Case

- A. (Answers have been bolded)
- "Si dorëzohemi dhe bëhemi të qetë ne, njerëzit bashkëkohorë, të zënë me **punë**, konkurrues? Si i bëjmë ne **udhët** e Zotit **udhët** tona? Unë besoj se ne e fillojmë duke mësuar për **Të** dhe duke u lutur për **kuptueshmëri**. Kur besimi ynë tek Ai rritet, ne i hapim **zemrat** tona, kërkojmë të bëjmë **vullnetin** e Tij dhe presim për **përgjigje** që do të na ndihmojnë të kuptojmë." (Nill F. Marriot, "Dorëzimi i Zemrave Tona Perëndisë," *Liahona*, Nentor 2015, 30)
- "Kjo lloj dashurie e fuqishme 'është e duruar dhe është e mirë, . . . nuk kërkon **të mirën** e vet, . . . por . . . mban të gjitha **gjërat**, beson të gjitha **gjërat**, shpreson të gjitha **gjërat**, duron të gjitha **gjërat**' Më **zemërdhënëse** nga të gjitha, një besnikëri e tillë 'nuk dështon kurrë' 'Edhe sikur të largohen malet dhe të lëvizin kodrat', tha Jehova, 'mirësia ime nuk do të largohet prej teje'. Po kështu thonë edhe nënat tona." (Xhefri R. Holland, "Ja Nëna Jote," *Liahona*, Nentor 2015, 48)
- "Tani, nëse mund të lija një **mesazh** të vogël me **ju** sot, do të ishte ky: Zoti ka thënë: 'Ta doni **njëri-tjetrin**; sikurse unë ju kam dashur' Kam **besim** se nuk ka asnjë **zgjedhje**, **mëkat** apo **gabim** që ju ose çdo njeri tjetër mund të bëjë, që do ta ndryshojë **dashurinë** e Tij për **ju** ose për **ata**. Kjo nuk do të thotë që Ai e shfaqëson apo miraton **sjelljen** mëkatore – jam i sigurt që Ai nuk e bën **këtë** – por do të thotë që ne duhet t'u drejtohem bashkënjëzve tanë me **dashuri** për t'i ftuar, bindur, shërbyer e shpëtuar. Jezu Krishti vështroi përtej racës, pozitës dhe rrethanave të njerëzve, me **qëllim** që t'ua mësonte atyre **këtë të vërtetë** të thellë." (Ronald A. Rasband, "Qëndroj Plot Habi," *Liahona*, Nentor 2015, 90)

## 10 The Dative Case

A. (Answers are bolded)

"Ju mund të zgjidhni të luteni ndërkohë që një folës ose një folëse duket se po i afrohet **përfundimit** të mesazhit të tij ose të saj. Ai ose ajo do të jetë duke iu lutur **Atit** brenda vetes që Fryma e Shenjtë t'i japë **atij** ose asaj fjalët e dëshmisë që do t'i lartësojnë zemrat, shpresat dhe vendosmërinë e dëgjuesve për ta kujtuar gjithmonë Shpëtimtarin dhe për t'i zbatuar urdhërimet që Ai **na** i ka dhënë . . . dëshmi e vërtetë do t'iu jepet **folësve**." (Henri B. Ajring, "Kudo Që Dy a Tre Janë Bashkuar," *Liahona*, Prill 2016)

"Së treti, ne mund t'i ndihmojmë fëmijët tanë të kuptojnë se si Shpirti u flet **atyre**. Jozef Smithi dha mësim: 'Nëse Ai vjen te një fëmijë i vogël, Ai do t'ia përshtatë veten e Tij **gjuhës** dhe **aftësisë** së një fëmije të vogël.' Një nënë zbuloi se ngaqë fëmijët mësojnë në mënyra të ndryshme – disa mësojnë nëpërmjet shikimit, dëgjimit, prekjes ose të ndierit – sa më shumë që i vëzhgonte fëmijët e saj, aq më shumë e kuptonte që Fryma e Shenjtë po u jepte mësim **fëmijëve** të saj në mënyra se si mund të mësonin më mirë." (Mary R. Durham, "Dhurata Udhërrëfuese e Një Fëmije," *Liahona*, Prill 2016)

"Tani, nëse mund të lija një mesazh të vogël me ju sot, do të ishte ky: Zoti ka thënë: 'Ta doni njëri-tjetrin; sikurse unë ju kam dashur' Kam besim se nuk ka asnjë zgjedhje, mëkat apo gabim që ju ose çdo njeri tjetër mund të bëjë, që do t'a ndryshojë dashurinë e Tij për ju ose për ata. Kjo nuk do të thotë që Ai e shfaqëson apo miraton sjelljen mëkatore – jam i sigurt që Ai nuk e bën këtë – por do të thotë që ne duhet t'u drejtohem **bashkënjerëzve** tanë me dashuri për t'i ftuar, bindur, shërbyer e shpëtuar. Jezu Krishti vështroi përtej racës, pozitës dhe rrethanave të njerëzve, me qëllim që t'ua mësonte **atyre** këtë të vërtetë të thellë." (Ronald A. Rasband, "Qëndroj Plot Habi," *Liahona*, Nentor 2015, 90)

B. 1. kërkuesit 2. Presidentit 3. babait 4. Atit Qiellor 5. njëri-tjetrit 6. fëmijëve

C. 1. Kemi ardhur këtu për t'ua shpërndarë ungjillin njerëzve. 2. Ai të foli ty dje. 3. Jepja topin Agimit! Shpejt! 4. Presidenti na dha neve një trajnim të mrekullueshëm për kontaktimin. 5. Si misionarë, ne mund t'u japim bekime anëtarëve. 6. Ne ua dhamë kërkuesve tanë shkrimet e shenjta për të lexuar.

D. 1. Ne do t'u flasim atyre. 2. Ai u kishte dhënë anëtarëve një bisedë të mrekullueshme 3. Mbreti vendosi t'i japë mbretërinë djalit të tij të parë. 4. Perëndia na jep shumë mundësi për t'u bërë mirë të tjerëve. 5. Kur lutemi, ne i drejtohem Atit tonë Qiellor. 6. Po i flisja atij para shërbesës së pagëzimit.

E. 1. ta 2. Më 3. i 4. na e 5. u 6. ia

F. 1. topave 2. Zotit 3. mrekullisë 4. fëmije 5. mosbesimi 6. urdhërimeve 7. kalaje 8. arit 9. syrit 10. grave 11. vëllezërve 12. njeriut 13. shege 14. dheut 15. ditëve 16. kuptimi 17. Mirëditës 18. përroi 19. brigjeve 20. ariu 21. pemës 22. burri 23. deleje 24. zemrës 25. gjëje 26. krahëve 27. zogjve 28. breshke 29. vajzës 30. djemve

H. do t'ju tregoj; më mësoi mua; më hynë; iu përgjërova atij; iu përgjërova atij; më tha

## Review: State of Being

- E. 1. Ungjilli, që Perëndia ia mësoi Jozef Smithit, do t'ju japë të gjitha përgjigjet.  
2. Ungjilli i Jezu Krishtit do të na i forcojnë familjet.  
3. Perëndia Ati, dhe Biri i Tij Jezu Krishti iu shfaqen Jozef Smithit në një vegim të lavdishëm.  
4. Fryma e Shenjtë do të na japë një komfirmim personal që këto gjera janë të vërteta.  
5. Jezu Krishti na ka dhënë një shembull të përsosur për sesi ne duhet të jetojmë.  
6. Shprehja më e madhe e dashurisë është Shlyerja e Jezu Krishtit.  
7. Libri i Mormonit e përmban planin e madh të shpëtimit, po edhe përgjigje për pyjetet tona.  
8. Perëndia na e ka zbuluar planin e Tij nëpërmjet profetëve.  
9. Perëndia e dërgoi Jezusin për të shlyer për mëkatet tona që të mund t'i kthehem Atij.

L.

1. Ndërsa Jezusi ishte në tokë, Ai krye shumë mrekulli, dhe e vendosi kishën e Tij.
2. Perëndia na e jep fuqinë dhe autoritetin e Tij, që ne të mund ta kryejmë punën e Tij në emrin e Tij.
3. Në jetën paratokësore të gjithë ne e pranuam planin e Perëndisë.
4. Profeti që sot e udhëheq kishën tonë, është përfaqësuesi i Perëndisë mbi tokë.
5. U shërbejmë fëmijëve të Perëndisë sepse i duam.
6. Ne do të pastrohemi me Frymën e Shenjtë.
7. Ligji i së dhjetës është nga Perëndia.
8. Kisha e Jezu Krishtit e Shenjtorëve të Ditëve të Mëvonshme është e vetmja kishë e vërtetë dhe e gjallë mbi tokë.
9. Jozef Smithi i mori fletët e arta nga një engjell i cili u dërgua nga Perëndia.
10. Në mbretërinë çelestiale ne do të mund ti marrim bekimet më të mëdha nga Ati.

## 11 The Genitive Case

A.

“Si dorëzohemi dhe bëhemi të qetë ne, njerëzit bashkëkohorë, të zënë me punë, konkurrues? Si i bëjmë ne udhët **e Zotit** udhët tona? Unë besoj se ne e fillojmë duke mësuar për Të dhe duke u lutur për kuptueshmëri. Kur besimi ynë tek Ai rritet, ne i hapim zemrat tona, kërkojmë të bëjmë vullnetin e Tij dhe presim për përgjigje që do të na ndihmojnë të kuptojmë.” (Nill F. Marriot, “Dorëzimi **i Zemrave** Tona Perëndisë,” *Liahona*, Nentor 2015, 30)

“Ju mund të zgjidhni të luteni ndërkohë që një folës ose një folëse duket se po i afrohet përfundimit **të mesazhit** të tij ose të saj. Ai ose ajo do të jetë duke iu lutur Atit brenda vetes që Fryma e Shenjtë t’i japë atij ose asaj fjalët **e dëshmisë** që do t’i lartësojnë zemrat, shpresat dhe vendosmërinë **e dëgjuesve** për ta kujtuar gjithmonë Shpëtimtarin dhe për t’i zbatuar urdhërimet që Ai na i ka dhënë... dëshmi e vërtetë do t’iu jepet folësve” (Henri B. Ajring, “Kudo Që Dy a Tre Janë Bashkuar,” *Liahona*, Prill 2016)

Ne marrim një ide rreth karakterit **të Atit** tonë Qielor kur e dallojmë dhembshurinë e pakufishme që Ai ka për mëkatarët, dhe e vlerësojmë dallimin që Ai bën midis mëkatit dhe atyre që mëkatojnë. Kjo ide na ndihmon të kemi një “[kuptueshmëri më] të saktë të karakterit, përsosmërive dhe tipareve të tij” dhe është themelore për ushtrimin e besimit tek Ai dhe te Biri i Tij, Jezu Krishti. Dhembshuria **e Shpëtimtarit** përballë papërsosurive tona na tërheq drejt Tij dhe na nxit në vështirësitë tona të përsëritura që të pendohemi dhe t’i përngjasim Atij. Teksa bëhemi më shumë si Ai, ne mësojmë se si t’i trajtojmë të tjerët ashtu siç i trajton Ai, pavarësisht nga ndonjë karakteristikë apo sjellje e jashtme. (Dale G. Renlund, “Bariu Ynë i Mirë,” *Liahona*, Maj 2017)

“Nuk ka asnjë qenie amorfe që quhet “Shlyerje” tek e cila ne mund të thërrasim për ndihmë, shërim, falje apo fuqi. Jezu Krishti është burimi. Terma të shenjtë si Shlyerje dhe Ringjallje përshkruajnë atë që bëri Shpëtimtari, sipas planit **të Atit**, në mënyrë që ne të mund të jetojmë me shpresë në këtë jetë dhe të fitojmë jetë të përjetshme në botën që do të vijë. Flijimi shlyes **i Shpëtimtarit** – vepra qendrore **e gjithë historisë** njerëzore – kuptohet dhe vlerësohet më mirë kur ne posaçërisht dhe qartësisht e lidhim atë me Të.

Rëndësia **e misionit të Shpëtimtarit** u theksua nga Profeti Jozef Smith, i cili shpalli me forcë se ‘parimet themelore **të besimit** tonë janë dëshmia **e Apostujve** dhe **Profetëve** në lidhje me Jezu Krishtin, që Ai vdiq, u varros, u ngrit sërish ditën e tretë dhe u ngjit në qiell; dhe gjithë gjërat e tjera që i përkasin besimit tonë janë vetëm shtojca të kësaj.’” (President Russel M. Nelson, “Marrja **e Fuqisë së Jezu Krishtit** në Jetën Tonë,” *Liahona*, Maj 2017)

- B. 1. Mormonit 2. komshiut 3. Atit 4. Mirit 5. shtëpisë 6. Tomasit
- C. 1. Ne po shkojmë te shtëpia e peshkopit. 2. A ishit afër qendrës së Tiranës? 3. Rënia e Adamit bëri të mundur jetën tënde. 4. Dashuria e Perëndisë mjafton për çdo mëkatar. 5. Muzika është porta drejt qendrës së zemrës. 6. I shkruajta një letër nënës së babait tim.

- D. 1. Agimit 2. himneve 3. Vlorës 4. qytetit 5. eldrave 6. shokut
- E. 1. Vullneti i Perëndisë 2. Shlyerja e Jezu Krishtit 3. autoriteti i priftërisë 4. fuqia e Frymës së Shenjtë 5. Biri i Perëndisë 6. koha e misionarëve 7. mesazhi i Rivendosjes 8. biri i Maries 9. vëllai i Jaredit 10. dhurata e gjuhëve 11. dhurata e Frymës së Shenjtë 12. besëlidhja e pagëzimit 13. gurkryçi i fesë sonë 14. Kisha e Jezu Krishtit 15. presidenti i degës 16. Nenet e Besimit 17. Shpëtimtari i Botës 18. mbretëritë e lavdisë 19. historia e Vegimit të Parë 20. Puna e shpëtimit 21. mësimet e presidentëve të kishës 22. gjuha e engjëjve 23. zelli i shokut/shoqes tim/sime 24. fuqia e pafundshme e shpresës 25. plani i lumturisë 26. mëshira e Perëndisë 27. dëshmia e motrës sime 28. bekimet e tempullit

## 12 Articles

A.

Ju jeni \_\_ rrethuar nga njerëz. Ju shkoni udhës me ta, i vizitoni në shtëpitë \_\_ tyre dhe udhëtoni mes tyre. \_\_ gjithë ata janë fëmijë \_\_ Perëndisë, vëllezërit dhe motrat tuaja. Perëndia i do ata ashtu si ju do edhe juve. Shumë nga këta njerëz i kanë vënë vetes një qëllim në jetë. Ata janë \_\_ shqetësuar për familjet \_\_ tyre. Ata kanë nevojë për atë ndjenjë përkatësie që vjen kur e dinë se janë fëmijë \_\_ Perëndisë, anëtarë \_\_ familjes \_\_ Tij \_\_ përjetshme. Ata duan të ndihen \_\_ sigurtë në një botë ku vlerat ndryshojnë vazhdimisht. Ata duan “paqe në këtë botë dhe jetë \_\_ përjetshme në botën që vjen” (DeB 59:23), por ata “mbahen larg nga \_\_ vërteta vetëm ngaqë nuk dinë se ku ta gjejnë atë” (DeB 123:12). – Predikoni Ungjillin Tim, f. 1

Answers: të, e, Të, të, të, e, të, të, së, të, të, të, e

Virtyti buron nga mendimet dhe dëshirat tuaja më intime. Ai është një formë \_\_ mendimit dhe \_\_ sjelljes \_\_ bazuar në standarde \_\_ larta morale. Duke qenë se Fryma \_\_ Shenjtë nuk jeton në tabernakuj \_\_ papastër, virtyti është një kërkesë \_\_ domosdoshme për të marrë udhëheqjen \_\_ Shpirtit. Ajo që ju zgjidhni të mendoni dhe të bëni kur jeni vetëm dhe kur mendoni se askush nuk po ju shikon është një masë \_\_ fortë \_\_ virtytit tuaj. –Predikoni Ungjillin Tim, f. 122–123

Answers: e, e, e, të, e, të, e, e, e, e

Misionarët me kohë \_\_ plotë janë ata që kryesojnë dhënien \_\_ mësimëve përpara pagëzimit me ndihmën \_\_ misionarëve \_\_ lagjes dhe \_\_ anëtarëve \_\_ tjerë. Pas pagëzimit, anëtarëve \_\_ rinj u mësohen përsëri katër mësimet \_\_ para, si edhe “Ligjet dhe Ordinancat.” Udhëheqësit \_\_ lagjes përcaktojnë nëse misionarët \_\_ lagjes ose misionarët me kohë \_\_ plotë do të kenë përgjegjësinë për t’u siguruar që këto mësimet të jepen si dhe për sa kohë misionarët me kohë \_\_ plotë duhen përfshirë në këto mësimet. Nxisni çdo anëtar \_\_ ri të mbajë \_\_ gjitha zotimet në këto mësimet. –Predikoni Ungjillin Tim, f. 29

Answers: të, e, e, të, të, të, të, e, e, të, të, të, të

B.

Dhe kur ju t’i merrni këto gjëra, unë do t’ju këshilloja që të pyesni Perëndinë, Atin \_\_ Amshuar, në emrin \_\_ Krishtit, në qoftë se këto gjëra nuk janë \_\_ vërteta; dhe në qoftë se ju do të kërkonit me një zemër \_\_ singertë, me qëllim \_\_ vërtetë duke pasur besim në Krisht, ai do t’ju tregojë \_\_ vërtetën, nëpërmjet fuqisë \_\_ Frymës \_\_ Shenjtë. Dhe nëpërmjet fuqisë \_\_ Frymës \_\_ Shenjtë, ju mund të dini \_\_ vërtetën \_\_ gjitha gjërave. --Moroni 10:4–5

Answers: e, e, të, të, të, të, së, së, së, së, të, e, të

Dhe ndodhi që zemrat \_\_ bijve \_\_ Mosias dhe gjithashtu \_\_ atyre që shkuan me ta, morën guxim për të shkuar mes Lamanitëve, për t’u shpallur atyre fjalën \_\_ Perëndisë. Dhe ndodhi që kur arritën në kufijtë \_\_ tokës \_\_ Lamanitëve, ata u ndanë dhe u larguan nga njëri-tjetri, duke besuar në Zotin se do të takoheshin përsëri në mbarim \_\_ \_\_ korrave \_\_ tyre, pasi mendonin se \_\_ madhe ishte puna që ata kishin ndërmarrë. –Alma 17:12–13

Answers: e, të, të, e, e, së, të, të, të, e

Po, \_\_ bekuar janë skamësit në shpirt, që vijnë tek unë, pasi \_\_ tyre është mbretëria \_\_ qiellit. Dhe përsëri, \_\_ bekuar janë \_\_ gjithë ata që vajojnë, pasi ata do të ngushëllohen. Dhe \_\_ bekuar janë



zemërbutët, pasi ata do ta trashëgojnë tokën. Dhe \_\_ bekuar janë ata që janë \_\_ uritur dhe \_\_ etur për drejtësi, pasi ata do të mbushen me Frymën \_\_ Shenjtë. Dhe \_\_ bekuar janë \_\_ mëshirshmit, pasi ata do të gjejnë mëshirë. Dhe \_\_ bekuar janë \_\_ gjithë \_\_ kulluarit në zemër, pasi ata do të shohin Perëndinë. Dhe \_\_ bekuar janë \_\_ gjithë paqebërësit, pasi ata do të quhen fëmijët \_\_ Perëndisë. -3 Nefi 12:3-9

Answers: të, e, e, të, të, të, të, të, e, të, të, të, të, të, të, e

## Review: Possession and Ownership

G.

1. Ne e japim dëshminë tonë që Perëndia është Ati ynë në Qiell.
2. Pse besoni që Jezu Krishti është Biri i Perëndisë dhe shpëtimtari juaj?
3. Qëllimi i jetës sonë s'është të marrim para as famë të botës.
4. Ne besojmë që Kisha e Jezu Krishtit e Shenjtorëve të Ditëve të Mëvonshme është kisha e vërtetë të Jezu Krishtit.
5. Ti je një fëmijë i Perëndisë dhe Ati yt në Qiell do që të dëgjojë nga ti.
6. A e keni ndierë ndikimin e Frymës së Shenjtë në jetën tuaj?
7. A nuk beson që Ati ynë në Qiell na flet sot?
8. Qëllimi im në jetë është të afrohem Atit tim Qiellor.

P.

1. Gjatë ministrisë së Tij tokësore, Shpëtimtari ua mësoi njerëzve të vërtetat e ungjillit të Tij.
2. Libri i Mormonit e përmban plotësinë e Ungjillit të Jezu Krishtit.
3. Jozef Smithi e mori fuqinë e Perëndisë për ta përkthyer Librin e Mormonit.
4. Nëpërmjet sakrificës së Qengjit të Perëndisë, ne mund të marrim një heqje të mëkateve tona.
5. A beson që Libri i Mormonit i përmban fjalët e profeteve?
6. Pas vdekjes e Shpëtimarit dhe Apostujve të Tij, nuk e kishte autoritetin e priftërisë në tokë.
7. Presidenti i kishës sonë është profet i gjallë i Perëndisë.
8. Qëllimi ynë në jetë është t'i afrohem Atit tonë Qiellor.

## 13 Standard Adjectives

- A. 1. articulated 2. unarticulated 3. shëm/shme 4. articulated 5. unarticulated 6. shëm/shme 7. articulated 8. unarticulated 9. unarticulated 10. articulated 11. articulated 12. shëm/shme 13. unarticulated 14. shëm/shme 15. shëm/shme
- B. 1. të tyre 2. tënd/tuaj 3. im 4. e Tij 5. jote/juaj 6. ynë 7. e tua/tuaja 8. e tu/tuaj 9. sime 10. ynë
- C. 1. ime 2. jonë 3. të Tij 4. e tyre 5. tënde 6. tim 7. suaj 8. e tyre 9. yt 10. tuaj
- D. 1. të zezë 2. i madh 3. të rënda 4. i prishur 5. e vërtetë 6. të reja 7. e zinj 8. të mëdha 9. e re 10. i mirë 11. të reja (it modifies kepuce not palë)
- E. 1. Më pëlqejnë shumë mesimet e reja dhe liria që misionarët kanë tani për të hartuar mësimdhënien e tyre. 2. Vëllai Veli është kaq i përlulur sa që më frymëzon të jem më mirënjohës për atë që kam. 3. Cilët janë emrat e kërkuesve tuaj të rinj? 4. Ku ishin parkuar ato makina të mëdha e të kuqe? 5. Kur mendoj për dikë që mishëron parimet e ungjillit të rivendosur, më kujtohet Motra Hoxha. 6. Në qytetin tonë ka shumë ndërtesa të vjetra e të bukura që tregojnë për historinë e kombit tonë. 7. Sa kushton një këmishë e re nga tregu? 8. Edhe pse është i vogël në shtat, ka një zemër të madhe.
- F. 1. I have found a thick door. 2. I found a red apple; it looks tasty. 3. God has created the law of justice. 4. My beautiful family is sealed in the temple 5. The big men lift weights in the gym.
- G. 1. shpirtërore 2. fjalëpak 3. fetare 4. përkushtuese 5. përlulëse 6. pritshme 7. përgatitor 8. miqësor
- K. i ashpër; i fortë; i vogël



## 14 Comparative Degrees

- B. 1. The most beautiful flower I've seen is the rose. (sup) 2. Kosovars speak Albanian slower than Albanians of Albania. (comp) 3. The book of Alma is longer than the book of Mosiah. (comp) 4. Some investigators are more ready for baptism than others. (comp) 5. Klodjan is the most active member in this branch. (sup) 6. My testimony is stronger now than it was before. (comp) 7. The most capable person begins work tomorrow. (sup) 8. Your house is the biggest on earth! (sup) 9. The principles of the gospel are simpler when we learn them one by one. (comp) 10. The oldest telephone is ours. (sup)
- D. 1. E morëm rrugën më të gjatë për të shkuar në kishë. 2. Ajo lopë ishte më e madhja që kam parë ndonjëherë! 3. Përpiqemi të jemi më besnik sot se ç'ishim dje. 4. Çanta ime është më e lehtë se jotja. 5. Shoku im është misionari më i zellshëm.

## 15 Formation of Nouns

- A. 1. Thjeshtësi simplicity/simpleness 2. Vështirësi difficulty/difficultness 3. Këndshmëri kindness/pleasantness 4. Ftohtësi cold/coldness 5. Mundësi opportunity 6. Lehtësi ease/easiness 7. Barthësi whiteness 8. Largësi distance 9. Aftësi ability/ableness 10. Shpejtësi speed 11. Pasuri wealth/affluence 12. Varfëri poverty/poorness
- C. 1. D. -nie 2. E. -lje 3. A. -im 4. A. -im 5. C. -je 6. B. -rje

## 16 Pronouns

- A. 1. "Sometimes after stumbling, failing, or even giving up, we get discouraged and believe our light has gone out and our race is lost. But I testify that the Light of Christ cannot be extinguished. It shines in the darkest night and will relight our hearts if only we incline our hearts to Him. No matter how often or how far we fall, the Light of Christ ever burns brightly. And even in the deepest night, if we but step toward Him, His light will consume the shadows and reignite our souls." (Deiter F. Uchtdorf, "Finish with Your Torch Still Lit," *Ensign*, Oct 2015)
2. "Blessed are the peacemakers: for they shall be called the children of God. Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven. Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake." (Matthew 5:9-11)
- B. 1. "Dhe ndodhi që ata predikuan me fuqi të madhe, kaq sa hutuan shumë prej atyre kundërshtarëve që kishin ikur nga Nefitët, kaq sa ata u afruan dhe rrëfyn mëkatet e tyre dhe u pagëzuan në pendim, dhe u kthyen menjëherë te Nefitët për t'u përpjekur të ndreqnin të këqijat që ata kishin bërë." (Helamani 5:17)
2. "Dhe kur ju t'i merrni këto gjëra, unë do t'ju këshilloja që të pyesni Perëndinë, Atin e Amshuar, në emrin e Krishtit, në qoftë se këto gjëra nuk janë të vërteta; dhe në qoftë se ju do të kërkonit me një zemër të sinqertë, me qëllim të vërtetë duke pasur besim në Krisht, Ai do t'ju tregojë të vërtetën, nëpërmjet fuqisë së Frymës së Shenjtë. Dhe nëpërmjet fuqisë së Frymës së Shenjtë, ju mund të dini të vërtetën e të gjitha gjërave." (Moroni 10:4-5)
- C. 1. Ai është një qen i madh. 2. Kush e ka këtë libër? 3. E dua atë. 4. Ne ulemi në këto karrige. 5. Ata janë afër atij dyqani. 6. Ai iu jep atyre stilolapsin. 7. Ato folën me ata njerëz. 8. Ky telefon qenka i vjetër! 9. E di që të gjitha këto gjëra janë të vërteta. 10. Perëndia i do këta njerëz!
- D. 1. vete 2. kujt 3. ne 4. jush 5. njëri-tjetrin
- E. 1. I didn't see anyone at the store yesterday. 2. There's no way that you can do that! 3. In this verse, Nephi says something very valuable for our day. 4. To whom did you give that book, about which we had told you? 5. You forgot the name of which girl? 6. This is the town in which I spent my first transfer.
- F. 1. të cilit 2. ata; ata 3. kjo; ata 5. ata; atyre; këto; ai 6. unë; ju; këto; unë; këtë; ju; ata; ata; ju; ju; ato 7. unë; ju; atë; ju; ta 8. unë; jush; e cila; ju; këto; këto; vete; i cili; ju; atë 9. së cilës; i cili; ai 10. atij; ai; ata; ata 11. ai; ata; ai 12. ju; ju; ju; të cilin; të cilën 13. këto; ai; atyre 14. ata 16. tjetrin 17. ata; atyre; ata; ata

18. atyre 19. ata; ata 21. të cilin 22. ata 23. ata; ta 25. ata; ta 26. atyre; këtë; të cilën; ju; ne 27. ata këto; ato; ata 28. ata; ta 29. jush 30. ata 32. atyre 34. ta 35. tyre; tyre 36. ai; ai; ato; at; ata; ata 37. ky; ata; atyre; ata 38. ata; atij; këto; kush; ai; të cilin; këta 39. atyre; ata 40. atij; kjo; nesh 41. atyre; të cilin; juve; këtë; jush 42. të gjithë; të atij; ata 43. ata 44. tyre; ata; atë 45. ata 46. atyre 47. ju 48. ata; këtë; ata; atyre 49. këto 50. ata; tyre; ata 51. ata 52. ata

- H. 1. Kisha, të cilën Krishti e themeloi, është udhëhequr nga një profet sot. 2. Shpëtimtari, i cili dha jetën e vetë për ne, jeton ende sot. 3. Perëndia iu dha profetëve, të gjithë të cilët dëshmojnë për Krishtin, autoritetin e priftërisë. 4. Vëllai Kashari po i jep birit të tij, i cili është i sëmurë, një bekim. 5. Unë kam një dëshmi të Ungjillit, të cilën Fryma e Shenjtë ma dha. 6. Ne i gjetëm shkrimet e shenjta të motrës, e cila do të jetë në Kishë të diellën. 7. Misionarët u takuan me të në rrugë, dhe ai ua dha atyre adresën e tij. 8. Ai është kerkuesi, të cilin ne duam ta ndihmojmë. 9. Një shtëpi, e cila është ndertuar mbi parimet e ungjillit, mund të jetë një strehë. 10. Ne kemi të njetën priftëri, të cilën Krishti ua dha apostujve të Tij origjinalë. 11. Burri, të cilin e takuam te dyqani, do që të mesojë më shumë. 12. Ti po e ndien Frymën e Shenjtë, e cila po dëshmon për të vërtetën.
- I. 1. cilën 2. të cilin 3. të cilët 4. të cilëve 5. Cila 6. të cilat

## 17 Clitics

- A. 1. na 2. të 3. na 4. t'a 5. e
- B. 1. Kush e përktheu Librin e Mormonit në gjuhën shqipe? 2. Ai po i fliste peshkopit të lagjes. 3. Duhet t'a dëgjosh këtë bisedë! Është nga Presidenti Pakër. 4. A mund t'ia japësh librin e zonës Presidentit Vajdman? 5. Ne ia dhamë dorën profetit!
- C. 1. Split the missionaries into three groups. Select one of the groups to take a break. 2. Focus on helping those that are trying to learn. 3. Prophets usually urge the people to develop faith. 4. Angels were sent to the prophet Joseph Smith. 5. Without question, we should obey God's commandments.
- D. 1. më 2. t'i 3. i 4. m'i 5. u 6. të
- E. "Pak pas thirrjes sime si një Autoritet i Përgjithshëm i ri, pata privilegjin \_ta\_\_ shoqëroja Presidentin Xhejms E. Faust për riorganizimin e një kunji. Teksa \_i\_\_ jepja makinës drejt detyrës sonë në Jutën e bukur Jugore, Presidenti Faust ishte aq dashamirës sa \_e\_\_ përdori kohën për të \_më\_\_ (unë) udhëzuar e mësuar. Një mësim që nuk do \_të\_\_ harroj kurrë. Ai tha: "Anëtarët e Kishës janë të dashur me Autoritetet e Përgjithshme. Ata do të të trajtojnë me dashamirësi dhe do të thonë gjëra të këndshme për ty." Pastaj \_ (blank) \_\_ ndaloi për pak dhe tha: "Diter, ji gjithnjë falënderues për këtë, por mos të të rritet mendja".
- Ky mësim i rëndësishëm rreth shërbimit në Kishë \_ (blank) \_\_ gjen zbatim për çdo mbajtës të priftërisë në çdo kuorum të Kishës. Gjen zbatim për ne të gjithë në këtë Kishë.
- Kur Presidenti J. Ruben Klark \_i\_\_ këshillonte ata që thirrreshin në pozicione autoriteti në Kishë, ai \_u\_\_ thoshte të mos \_e\_\_ harronin rregullën numër gjashtë.
- Në mënyrë të pashmangshme, personi \_ (blank) \_\_ pyeste: "Cila është rregulla numër gjashtë?"
- "Mos e merr veten kaq seriozisht", thoshte ai.
- Patjetër, kjo \_ (blank) \_\_ çonte në një pyetje vijuese: "Cilat janë pesë rregullat e tjera?"
- Me sytë që i shkëlqenin, Presidenti Klark thoshte: "Nuk ka të tjera."
- Për të qenë udhëheqës të efektshëm të Kishës, ne duhet \_ta\_\_ nxjerrim këtë mësim vendimtar: udhëheqja në Kishë nuk ka të bëjë dhe aq me drejtimin e të tjerëve, sesa \_ (blank) \_\_ ka të bëjë me gatishmërinë tonë për t'u drejtuar nga Perëndia." (Dieter F. Uchtdorf, Më i Madhi prej Jush, *Liahona*, May 2017)
- H. 1. Dhe tani ndodhi që të shumtë qenë ata që dëgjuan fjalët e Samuel, Lamanitit, që tha sipër mureve të qytetit. Dhe të gjithë ata që besuan fjalën e tij, shkuan të kërkonin Nefin; dhe kur arritën **ta** gjenin, **i** rrëfyn atij mëkatet e tyre dhe nuk mohuan se donin të pagëzoheshin në Zotin.
- 2 Por, të gjithë ata që nuk **u** besuan fjalëve të Samuelit u zemëruan me të dhe hodhën gurë kundër tij

mbi mur dhe gjithashtu shumë të tjerë **e** qëlluan me shigjeta, ndërsa ai qëndronte mbi mur; por Shpirti i Zotit qe me të, kaq sa nuk mund **ta** qëllonin dot as me gurët e tyre, as me shigjetat e tyre—

3 Tani, kur panë se nuk **e** qëllonin dot, pati shumë të tjerë që **iu** besuan fjalëve të tij, kaq sa u larguan së andejmi dhe shkuan te Nefi, që të pagëzoheshin.

4 Pasi vini re, Nefi po pagëzonte dhe profetizonte dhe predikonte, duke **u** thirrur njerëzve të pendohen; dhe **u** tregonte shenja e çudira dhe bënte mrekulli mes njerëzve, që të dinin se Krishti do të vinte së shpejti.

5 **U** tregonte atyre gjërat që do të ndodhnin së shpejti, që ata të mund të dinin dhe të mbanin mend kohën e ardhjes së tyre para ndodhjes, me qëllim që të besonin; prandaj, të gjithë ata që besuan në fjalët e Samuelit, shkuan tek ai për t'u pagëzuar, pasi erdhën të penduar dhe pasi rrëfyen mëkatet e tyre.

6 Por, pjesa më e madhe e tyre nuk **u** besoi fjalëve të Samuelit; prandaj, kur ata panë se nuk mund **ta** qëllonin me gurët e tyre dhe me shigjetat e tyre, **u** thirrën kapitenëve të tyre, duke thënë: Merreni këtë njeri dhe lidheni, pasi vini re, ai ka një djall; dhe për shkak të fuqisë së djallit që është në të, ne nuk **e** qëllojmë dot me gurët tanë dhe me shigjetat tona; prandaj kapeni dhe lidheni dhe merreni.

7 Dhe si shkuan të vinin duart e tyre mbi të, vini re, ai u hodh poshtë nga muri dhe iku nga tokat e tyre, po, madje vajti në vendin e tij dhe filloi të predikonte dhe të profetizonte, mes popullit të tij.

8 Dhe vini re, ai nuk u dëgjua më mes Nefitëve; dhe kështu ishte gjendja e popullit.

- I. "...Nëse **u** kushtojmë vëmendje të madhe atyre çasteve kur "**na** digje[t] zemra përbrenda" (Luka 24:32), sytë tanë mund të hapen dhe ne do **ta** shohim dorën e Tij në jetën tonë dhe në shërbimin tonë. Unë dëshmoj se ne arrijmë **ta** njohim Atë më mirë duke ecur me Të dhe duke **i** shërbyer Atij në punën e madhe të sjelljes së shpëtimit të fëmijët e Perëndisë. "Pasi, si do **ta** njohë një njeri zotëruesin, të cilit nuk **i** ka shërbyer dhe që është i huaj për të, dhe është larg nga mendimet dhe qëllimet e zemrës së tij?" (Mosia 5:13.) Jezu Krishti është Mësuesi ynë. Kjo është Kisha e Tij. Është priftëria e Tij ajo që ne mbajmë. Zgjedhtë secili prej nesh të ecë me Të dhe **ta** dallojë se si Ai ecën me ne!" (Henry B. Eyring, "Ec me Mua", *Liahona*, May 2017)

## 18 Numbers

- A. 1. Njëzet e pesë 2. Shtatëdhjetë e nëntë 3. Trembëdhjetë 4. Njëmbëdhjetë 5. Dyzetë e tetë 6. Njëqind e pesëdhjetë e tre 7. Shtatëqind e gjashtëdhjetë mijë e njëzetë e katër 8. Njëzetë e katër milion e njëqind e pesëdhjetë e një mijë e dyqind e tetëdhjetë e nëntë 9. Tremijë e njëqind e njëzetë e një 10. Katërmiliard e pesëqind e nëntëdhjetë e një milion e nëntëqind e njëzetë e tre mijë e dyqind 11. Treqind e dyzetë e nëntë 12. Pesëdhjetë e gjashtë milion e dyqind e njëzetë e tre mijë e njëqind e tridhjetë 13. Shtatëqind e gjashtëmbëdhjetë milion e pesëqind e dyzetë e tre mijë e katërqind e njëzetë e një 14. Trembëdhjetëmijë e shtatëdhjetë e tre 15. Njëqind e nëntë
- B. 1. 133 2. 83.408.405 3. 75 4. 988.139.044 5. 453.376.885 6. 48.000 7. 1.633 8. 855 9. 29 10. 63.567.345.587
- C. 1. një plus dy barazon tre 2. nëntëdhjetë minus/heqim tridhjetë mbeten/barazojnë gjashtëdhjetë 3. katër herë gjashtë bëjnë/baraz njëzet e katër 4. nëntë pjesëtim tre bëjnë/baraz tre 5. njëqind e nëntëdhjetë e tetë plus katërqind e dy bëjnë/baraz gjashtëqind 6. katërqind minus/heqim dyqind e tetëdhjetë e një mbeten/baraz njëqind e nëntëmbëdhjetë 7. dhjetë herë shtatëdhjetë e tetë bëjnë/baraz shtatëqind e tetëdhjetë 8. tremijë pjesëtim njëqind mbeten/bëjnë tridhjetë 9. njëmilion e nëntëqind e tetëdhjetë e gjashtë mijë e njëqind e dyzet e dy plus nëntëmilion e njëqind e dymbëdhjetë mijë e treqind e dyzet e pesë bëjnë/baraz njëmbëdhjetëmilion e nëntëdhjetë e tetë mijë e katërqind e tetëdhjetë e shtatë 10. treqind e dyzet e nëntë minus/heqim pesëqind e nëntëdhjetë mbeten/bëjnë minus dyqind dyzet e një 11. nëntë herë nëntë bëjnë/baraz tetëdhjetë e një 12. katërqind pjesëtim katër bëjnë/baraz njëqind 13. nëntëqind e një plus tetëqind e nëntëdhjetë e tetë bëjnë/baraz njëmijë e shtatëqind e nëntëdhjetë e nëntë 14. dyqind e njëzet e tre minus/heqim treqind e nëntëdhjetë e katër mbeten/baraz minus njëqind e shtatëdhjetë e një 15. tetë herë gjashtë bëjnë/baraz dyzet e tetë.

- |                      |   |                        |
|----------------------|---|------------------------|
| 1. $1 + 2 = 3$       | 6. $400 - 281 = 119$                    | 11. $9 \times 9 = 81$  |
| 2. $90 - 30 = 60$    | 7. $10 \times 78 = 780$                 | 12. $400/4 = 100$      |
| 3. $4 \times 6 = 24$ | 8. $3000/100 = 30$                      | 13. $901 + 898 = 1799$ |
| 4. $9/3 = 3$         | 9. $1.986.142 + 9.112.345 = 11.098.487$ | 14. $223 - 394 = -171$ |
| 5. $198 + 402 = 600$ | 10. $349 - 590 = -241$                  | 15. $8 \times 6 = 48$  |

D.

- |                       |                        |
|-----------------------|------------------------|
| 1. $561 + 403 = 964$  | 6. $26 - 6 = 20$       |
| 2. $108 - 650 = -542$ | 7. $77 + 12 = 89$      |
| 3. $11 \times 8 = 88$ | 8. $64 / 8 = 8$        |
| 4. $42 / 6 = 7$       | 9. $25 \times 5 = 125$ |
| 5. $96 + 43 = 139$    | 10. $64 - 33 = 31$     |

- E. 1. Niveli i tretë të qiellit 2. tetë muaj 3. tre burra 4. gjashtë njerëz 5. në faqën dhjetë 6. dy gjëra 7. tri vajza 8. himni numër njëzetetë 9. katër fleta 10. A po vijnë ato të trija? 11. Të dyja kanë pasur shumë sukses në misionet e tyre. 12. Të dy eldërat harruan planifikuesit e tyre në shtëpi.

## Review: Objects, People, and Their Characteristics

I.

1. Besim i singertë është shumë i rëndësishëm.
2. Ajo është një pyetje e mirë.
3. E di se kisha është e vërtetë.
4. Peshkopi besnik i cili është udhëheqesi i lagjës banon afër.
5. Pendimi është parimi i dytë thelbësor i ungjillit.
6. Jam një misionar(e) me kohë të plotë.
7. Familja ime është më e bashkuar për shak të ungjillit të rivendosur.
8. Mbretëria çelësiale është më e lartë se mbretëria terrestre.
9. Ju duhet të kërkonit me një zemër të singertë dhe me qëllim të vërtetë.

P.

1. E kam marrë dëshminë e Jezu Krishtit.
2. Perëndia i do njerëzit e Shqipërisë.
3. Kur ne pendohe mi sinqerisht, Perëndia na fal.
4. Po u flasim njerëzve për profetët
5. Ne do ta fillojmë aktivitetin në orën 8.
6. Zoti më ka bekuar dhe e di se ai do t'ju bekojë, fizikisht ashtu edhe shpirtërisht.
7. Perëndia i njeh fëmijët e Tij.
8. Prindërit duhet t'ua mesojnë ungjillin fëmijëve të tyre.
9. A do ta ftoni shokun tuaj tek aktiviteti të premtën?

## 19 Active and Non-Active Verbs

- A. 1. shqetësohes 2. kujdeset 3. përmirësohem 4. çlodhem 5. lahen 6. shpërtheheni
- B. 1. përkeqësohesha 2. lexoheshin 3. u ankuat 4. zemërohej 5. u pendove 6. u lagëm 7. u qeth 8. çoheshe 9. u lodh 10. u përgatiten

- C. 1. pastrohen 2. përgjigjeni 3. u zhduk 4. përsosemi 5. përpqesh 6. u ndërrova
- E. 1. Frymëzimi mund të gjendet në faqet e Librit të Mormonit. 2. Kisha u themelua kur bota ishte gati për ta marrë mesazhin e Ungjillit të Rivendosur. 3. Dëshmitë e Shenjtorëve shenohen në qiell. 4. Mrekulli ndodhen kur besimi ynë ndërtohet fort mbi Krishtin. 5. Fuqia e Priftërisë u jepet atyre që janë të denjë për ta përdorur atë. 6. Kërkuesve u jepet dhurata e Frymës së Shenjtë pas pagëzimit të tyre.
- F. 1. Pas kësaj jete, Perëndia do të na gjykojë. 2. Moroni i fshehu fletët e arit në tokë. 3. Perëndia e rivendosi ungjillin. 4. Zoti iu përgjigj lutjeve të Jozef Smithit. 5. Jezu Krishti e krijoi botën. 6. Krishti dhe apostujt e Tij e themeluan Kishën e lashtë. 7. Jozef Smithi e përktheu Librin e Mormonit. 8. Perëndia na forcon besimin kur i mbajmë urdhërimet e Tij.
- G. 1. hamë 2. shkruan 3. punojnë 4. pret 5. bëni 6. them
- H. 1. shkruante (imperfect) 2. fillova (simple) 3. lexoi (simple) 4. planifikonim (imperfect) 5. dolën (simple) 6. kishit (imperfect) 7. pastronim (imperfect) 8. bëtë (simple) 9. bëre (simple) 10. ndihmoi (simple)
- J. isha tërhequr; u mbërtheva; m'u duk; zhytesha; shihej; u shfaq
- K. vëru; betohem; lutem; përkrahet; ngrihet; duke u përpjekur; u drodh; ngrihu; u ngrita; u dëgjuan; u godita; shkatërrohesha; u torturova; qe ngacmuar; (qe) brengosur; m'u kujtuan; mundohesha; isha rebeluar; dëbohesha; shuhesha; për t'u gjykuar; u torturova; isha ngacmuar; m'u kujtua; përqendrohej; jam rrethuar; ishte mbushur; u ngrita; mbushen; jam përkrahur; përjashtohesh

## 20 Participles

- A. 1. për të pasur 2. pa studiuar 3. për të lexuar 4. pa ecur 5. së foluri 6. për të hapur 7. kam punuar 8. për të grabitur 9. pa vrapuar 10. së bëri 11. për të mëkatuar 12. isha penduar 13. patëm veshur 14. jeni çlodhur 15. për të takuar 16. së pushuari 17. pa shikuar 18. për të gatuar
- C. 1. së punuari 2. pa bërë 3. për ta kuptuar 4. duke bërë 5. për t'u bërë
- D. 1. Unë mbaj mend e kam bërë atë para disa javësh. 2. Ti the që kishe folur me të! 3. Ju paguat 2000 lekë për këtë! Unë i kisha dhënë atij vetëm 1000 lekë më përpara. 4. Nuk mund të pastrohesh pa u penduar. 5. Kushdo që mendon se mund ta mësojë gjuhën shqipe pa punuar fort e ka gabim.
- E. 1. I have repented for my past sins. 2. My father ordered me, saying, "Do your assignments!" 3. The Lord has commanded us to become perfect even as He is. 4. We have to do many good things throughout our lives. 5. We will stay a little longer being that we can't leave due to the rain.
- F. 1. isha thirrur 2. kishte shërbyer 3. isha transferuar 4. kishte shërbyer 5. kishte mësuar 6. kishte shkruajtur 7. kishte kërkuar 8. kishin mësuar 9. kishte shprehur 10. kishte pasur 11. kishte ndierë 12. kishin ndërprerë 13. kishim gjetur 14. kishte banuar 15. ishim pranuar 16. kishin pranuar 17. kam qenë 18. kishte qenë 19. kishin qenë 20. ishte pagëzuar 21. konfirmuar 22. kisha menduar 23. kishte punuar 24. kisha menduar 25. kishte funksionuar 26. kishte mësuar 27. kisha vendosur 28. kishte mësuar 29. kishte kërkuar 30. kishte dërguar 31. kishte mësuar 32. kishim kaluar 33. kishin pranuar 34. ishin pagëzuar 35. konfirmuar 36. kishim kërkuar 37. kishin qenë 38. kishim gjetur 39. kishte qenë
- H. 1. qenë; i lindur; parë; qenë; i favorizuar; patur 2. jetuar; profetizuar 3. mposhtur; e hapur; të ulur; të rrethuar 4. thënë; parë 5. mbushur; parë; treguar 6. i bindur 7. lënë; për të mbaruar; vërë; të marra 8. qenë; qenë; pasur; për të ditur; thënë

## 21 Present and Future Tense

A.

1. <b>ndihmoj to help</b>	2. <b>kryej to accomplish</b>	3. <b>flas to speak</b>	4. <b>hap to open</b>
Unë ndihmoj	Unë kryej	Unë flas	Unë hap
Ti ndihmon	Ti kryen	Ti flet	Ti hap
Ai/Ajo ndihmon	Ai/Ajo kryen	Ai/Ajo flet	Ai/Ajo hap
Ne ndihmojmë	Ne kryejmë	Ne flasim	Ne hapim
Ju ndihmoni	Ju kryeni	Ju flisni	Ju hapni
Ata/Ato ndihmojnë	Ata/Ato kryejnë	Ata/Ato flasin	Ata/Ato hapin

B.

1. <b>ndihmohem to be helped</b>	2. <b>kryhem to be accomplished</b>	3. <b>flitem to be spoken</b>	4. <b>hapem to be opened</b>
Unë ndihmohem	Unë kryhem	Unë flitem	Unë hapem
Ti ndihmohesh	Ti kryehesh	Ti flitesh	Ti hapesh
Ai/Ajo ndihmohet	Ai/Ajo kryehet	Ai/Ajo flitet	Ai/Ajo hapet
Ne ndihmohemi	Ne kryehemi	Ne flitemi	Ne hapemi
Ju ndihmoheni	Ju kryeheni	Ju fliteni	Ju hapeni
Ata/Ato ndihmohen	Ata/Ato kryehen	Ata/Ato fliten	Ata/Ato hapen

C.

1. <b>bindem will obey</b>	2. <b>zemërohem to get angry</b>	3. <b>lagem to get wet</b>	4. <b>çohem to stand/wake up</b>
Unë do të bindem	Unë do të zemërohem	Unë do të lagem	Unë do të çohem
Ti do të bindesh	Ti do të zemërohesh	Ti do të lagesh	Ti do të çohesh
Ai/Ajo do të bindet	Ai/Ajo do të zemërohet	Ai/Ajo do të laget	Ai/Ajo do të çohet
Ne do të bindemi	Ne do të zemërohemi	Ne do të lagemi	Ne do të çohemi
Ju do të bindeni	Ju do të zemëroheni	Ju do të lageni	Ju do të çoheni
Ata/Ato do të binden	Ata/Ato do të zemërohen	Ata/Ato do të lagen	Ata/Ato do të çohen

E.

1. lutem to pray	2. ngatërrohem to be confused	3. takohem to meet	4. bëhem to become
Unë lutem	Unë ngatërrohem	Unë takohem	Unë bëhem
Ti lutesh	Ti ngatërrohesh	Ti takohesh	Ti bëhesh
Ai/Ajo lutet	Ai/Ajo ngatërrohet	Ai/Ajo takohet	Ai/Ajo bëhet
Ne lutemi	Ne ngatërrohemi	Ne takohemi	Ne bëhemi
Ju luteni	Ju ngatërroheni	Ju takoheni	Ju bëheni
Ata/Ato luten	Ata/Ato ngatërrohen	Ata/Ato takohen	Ata/Ato bëhen

F.

1. shkoj to go	2. shpërblej to reward	3. marr to take/receive	4. lëviz to move
Unë do të shkoj	Unë do të shpërblej	Unë do të marr	Unë do të lëviz
Ti do të shkosh	Ti do të shpërblesh	Ti do të marrësh	Ti do të lëvizësh
Ai/Ajo do të shkojë	Ai/Ajo do të shpërblejë	Ai/Ajo do të marrë	Ai/Ajo do të lëvizë
Ne do të shkojmë	Ne do të shpërblejmë	Ne do të marrim	Ne do të lëvizim
Ju do të shkoni	Ju do të shpërbleni	Ju do të merrni	Ju do të lëvizni
Ata/Ato do të shkojnë	Ata/Ato do të shpërblejnë	Ata/Ato do të marrin	Ata/Ato do të lëvizin

## 22 Moods

A. 1. Imperative 2. Indicative 3. Admirative 4. Optative 5. Subjunctive

B.

“Fuqia dhe autoriteti i priftërisë më të lartë ose Melkizedeke **është** (ind) të **mbajë** (subj) çelësat e të gjitha bekimeve shpirtërore të kishës –

Të **ketë** (subj) privilegjin e marrjes së mistereve të mbretërisë së qiellit, t’i **bëjë** (subj) qiejt të **hapen** (subj) për ta, të **komunikojë** (subj) me kuvendin e përgjithshëm dhe kishën e të Parëlindurit dhe të **gëzojë** (subj) shoqërimin dhe praninë e Perëndisë, Atit, dhe Jezusit, ndërmjetësit të besëlidhjes së re.

Ata çelësa të priftërisë **ushtrohen** (ind) plotësisht nga vetëm një burrë në një kohë, Presidenti dhe prifti i lartë kryesues i Kishës së Zotit. Pastaj, nëpërmjet delegimit nga Presidenti, çdo burri që **mban** (ind) Priftërinë Melkizedeke mund t’i **dhurohet** (subj) autoriteti dhe privilegji për të folur dhe për të vepruar në emrin e Të Plotfuqishmit. Ajo fuqi nuk **ka** (ind) fund. Ajo **ka** (ind) të **bëjë** (subj) me jetën dhe vdekjen, me familjen dhe Kishën, me natyrën e mrekullueshme të Vetë Perëndisë dhe punën e Tij të përhjetshme.” (President Eyring, “Që Ai të Mund të Forcohet Gjithashtu,” tetor 2016)

C.

- |               |                |
|---------------|----------------|
| 1. adhuro/ni  | 1. merre/ni    |
| 2. afrohu/ni  | 2. nxirre/ni   |
| 3. bano/ni    | 3. kape/ni     |
| 4. çohu/ni    | 4. ndize/ni    |
| 5. dëshmo/ni  | 5. jepe/ni     |
| 6. fol/flisni | 6. adhuroje/ni |
| 7. pendohu/ni | 7. binde/ni    |
| 8. bindu/ni   | 8. filloje/ni  |

D.

1. May we become better missionaries! 2. Don't kill, otherwise, you will break God's law! 3. I have come here to Albania from the state of Minnesota. 4. Wow, I study well even though I'm tired. 5. Tomorrow we will go to Tirana for a residency permit.

E.

<b>ndihmoj</b> <i>to help</i>	→	<b>Admirative</b>		→	<b>Optative</b>
I help		Unë ndihmuakam	Unë ndihmuakështa		Unë ndihmofsha
you(ti) help		Ti ndihmuake	Ti ndihmuakëshe		Ti ndihmofsh
he/she helps		Ai/Ajo ndihmuaka	Ai/Ajo ndihmuakësh		Ai/Ajo ndihmoftë
we help		Ne ndihmuakemi	Ne ndihmuakëshim		Ne ndihmofshim
you(ju) help		Ju ndihmuakeni	Ju ndihmuakëshit		Ju ndihmofshi(t)
they help		Ata/Ato ndihmuakan	Ata/Ato ndihmuakëshin		Ata/Ato ndihmofshin
<b>jap</b> <i>to give</i>	→	<b>Admirative</b>		→	<b>Optative</b>
I give		Unë dhënkam	Unë dhënkështa		Unë dhënça
you(ti) give		Ti dhënke	Ti dhënkëshe		Ti dhënç
he/she gives		Ai/Ajo dhënka	Ai/Ajo dhënkësh		Ai/Ajo dhëntë
we give		Ne dhënkemi	Ne dhënkëshim		Ne dhënçim
you(ju) give		Ju dhënkeni	Ju dhënkëshit		Ju dhënçi(t)
they give		Ata/Ato dhënkam	Ata/Ato dhënkëshin		Ata/Ato dhënçin
<b>flas</b> <i>to speak</i>	→	<b>Admirative</b>		→	<b>Optative</b>
I speak		Unë folkam	Unë folkështa		Unë folsha
you(ti) speak		Ti folke	Ti folkëshe		Ti folsh
he/she speaks		Ai/Ajo folka	Ai/Ajo folkësh		Ai/Ajo foltë
we speak		Ne folkemi	Ne folkëshim		Ne folshim
you(ju) speak		Ju folkeni	Ju folkëshit		Ju folshi(t)
they speak		Ata/Ato folkan	Ata/Ato folkëshin		Ata/Ato folshin



F. Na **bekoftë** Ati ynë Qiellor që të mund të kemi shpirtin e adhurimit në tempull, që të mund të jemi të bindur ndaj urdhërimeve të Tij dhe që të mund t'i ndjekim me kujdes hapat e Zotit dhe Shpëtimtarit tonë, Jezu Krishtit. Unë dëshmoj se Ai është Shëlbuesi ynë. Ai është Biri i Perëndisë. Është Ai që u ngrit nga varri atë mëngjes të parë Pashke, duke sjellë me Vete dhuratën e jetës së amshuar për të gjithë fëmijët e Perëndisë. Në këtë ditë të bukur, ndërkohë që festojmë atë ngjarje madhështore, **dhënçim** lutjet tona të mirënjohjes për dhuratat e Tij të madhërishme dhe të mrekullueshme për ne. **Qoftë** kjo e tillë, unë lutem me përlësi në emrin e Tij të shenjtë, amen. (President Monson, "Bekimet e Tempullit," Prill 2015)

U bëj sërish jehonë fjalëve të Palit: "Le të . . . veshim armët e dritës." Unë dëshmoj për Krishtin. Ai është Drita e Botës. **U forcoshim** nga drita që është në dispozicion për ne nga pjesëmarrja më e madhe në Kishë dhe nga zbatimi më i madh i parimeve të ungjillit në familjet tona! E **pafshim** Dritën e Krishtit tek të tjerët vazhdimisht dhe i **ndihmofshim** ata ta shohin atë tek vetja e tyre! Teksa e marrim atë dritë, ne do të bekohemi me më shumë dritë, madje deri në ditën e plotë kur të shohim sërish "Ati[n e] dritave," Atin tonë Qiellor. Unë dëshmoj kështu në emrin e shenjtë të Dritës së Botës, madje Jezu Krishtit, amen. (Mark A. Breg, "Shkëlqen Gjithnjë e më Shumë, Derisa Dita Është e Plotë," Prill 2017)

Ati ynë i dashur thjesht kërkon që ne të jetojmë sipas së vërtetës që kemi marrë, dhe që ne ta ndjekim shtegun që Ai ka siguruar. Prandaj **gjetshim** guxim dhe mirëbesim në udhërrëfimin e Shpirtit. **Shpërndafshim** me fjalë e me vepra te bashkënjëzërit tanë mesazhin e mahnitshëm dhe mbresëlënës të planit të Perëndisë për lumturinë. **Qoftë** motivi ynë dashuria jonë për Perëndinë dhe për fëmijët e Tij, sepse ata janë vëllezërit e motrat tona. Ky është fillimi i asaj që mund të bëjmë si shkëmbim për kaq shumë. (President Dieter F. Uchtdorf, "O sa i Madh Plani i Perëndisë Tonë!" Tetor 2016)

## Review: Actions and Events

E.

1. Ai do t'ju mësojë për rivendosjen.
2. Krishti ka bërë gjithçka sipas vullnetit të Perëndisë.
3. Meqenëse jemi duke mbaruar, a mund të na bësh një lutje tani?
4. Jam duke u përpjekur të jem si Jezusi.
5. Këto gjera nuk mund të mësohen menjëherë.
6. Kam qenë anëtar për shumë kohë.
7. Pasnesër do të jem duke predikuar në një qytetë i ri që sapo e ka marrë ungjillin.
8. Jepe dëshminë tënde! / Jepeni dëshminë tuaj!
9. Pas ardhjes së Tij të dytë, Jezu Krishti do t'iu shfaq botës.

K.

1. E kam lexuar Librin e Mormonit dhe e di se është të vërtetë.
2. Perëndia na e ka dhënë aftësinë të zgjedhin për veta tona. Kjo e quajmë lirinë e zgjedhjes.
3. Nesër do të flasim për Fjalën e Urtësisë. A keni ndonjë pyetje për çfarë duhet të lexosh?
4. Kërkuesi ynë e ka lexuar Librin e Mormonit kompletë dhe ka thënë që ai do të mbështetet tek Perëndia.
5. Në qoftë se i lexoni shkrimet e shenjta, do të dini se janë nga Ati ynë Qiellor.
6. A e keni përsiatur ndonjëherë pyetjen, "Çfarë është qëllimi i jetës?"
7. E di se Perëndia e ka thirrur Jozef Smithin të ishte një profet.
8. Perëndia e ka dërguar Jezu Krishtin për të vdekur për ne, sepse Ai na do.
9. A do të vish në kishë me ne?

## 23 Past Tense

A.

1. <b>dëgjoj</b> <i>to listen</i>	2. <b>përkthej</b> <i>to translate</i>	3. <b>flas</b> <i>to speak</i>	4. <b>qesh</b> <i>to laugh</i>
Unë dëgjova	Unë përktheva	Unë fola	Unë qesha
Ti dëgjove	Ti përktheve	Ti fole	Ti qeshe
Ai/Ajo dëgjoi	Ai/Ajo përktheu	Ai/Ajo foli	Ai/Ajo qeshi
Ne dëgjua	Ne përkthyem	Ne folëm	Ne qeshëm
Ju dëgjuat	Ju përkthyet	Ju folët	Ju qeshët
Ata/Ato dëgjuan	Ata/Ato përkthyen	Ata/Ato folën	Ata/Ato qeshën

B.

1. <b>lutem</b> <i>to pray</i>	2. <b>pendohem</b> <i>to repent</i>	3. <b>nisem</b> <i>to embark</i>	4. <b>bëhem</b> <i>to become</i>
Unë u luta	Unë u pendova	Unë u nisa	Unë u bëra
Ti u lute	Ti u pendove	Ti u nise	Ti u bëre
Ai/Ajo u lut	Ai/Ajo u pendua	Ai/Ajo u nis	Ai/Ajo u bë
Ne u lutëm	Ne u penduam	Ne u nisëm	Ne u bëmë
Ju u lutët	Ju u penduat	Ju u nisët	Ju u bëtë
Ata/Ato u lutën	Ata/Ato u penduan	Ata/Ato u nisën	Ata/Ato u bënë

C. 1. përktheu 2. u ringjall 3. luteshin 4. takoheshe 5. vinte

E. 1. Ne e ndihmuam plakën të çonte valixhën e saj përtej rrugës. 2. Unë besova në Perëndi derisa fillova të merresha më shumë me shkencë. 3. Jozef Smithi vdiq në vitin 1844. 4. Ne shpresuam që do të gjenit një punë të re. 5. Jezu Krishti ishte ringjallur që ne të mund të jetojmë prap.

F. 1. I have repented for my past sins. 2. God loves us all even though we have made mistakes. 3. At one time, he had been the branch mission leader in Elbasan. 4. The people didn't give freedom to the prophet. 5. We were addicted to tobacco, but now we have overcome that addiction.

## 24 Conjunctions

A. 1. f 2. g 3. o 4. e 5. l 6. m 7. h 8. a 9. d 10. b 11. c 12. j 13. k 14. i 15. n

B. 1. Duke qenë se/ngaqë/meqë 2. edhe pse 3. sapo 4. megjithatë 5. prandaj/si pasojë 6. dhe

C. 1. Ndërsa po bënim kontakt në rrugë, fola me një burrë të mirë. 2. Nëse pi këtë dhallë, mund të them që kam provuar diçka të re. 3. Edhe pse nuk di të flas mirë, prap se prap mund ta ftoj Shpirtin. 4. Sikur të flisja në gjuhën e engjëjve. 5. Po ëndrra sikur të isha një profet.

D. 1. When will we begin to study more? 2. We should act even as Jesus acted. 3. I just understood that we are children of God. 4. However much that we fail, God still helps us. 5. I'm here because I understand the Gospel.

## Review: Narrating Experiences and Telling Stories

D. 1. Unë u pagëzova të dielën e kaluar. 2. A kishit/patët një mundësi që ta lexonit kapitullin? 3. Nëna ime vinte në kishë vitin e kaluar. 4. Krishti i vizitoi njerëzit që ishin në Amerikë. 5. Teknologji ishte përdorur të ndihmonte me ndarjen e ungjillit. 6. A e kishe/pate mundësinë të luteshe natën e kaluar? 7. Jozef Smithi e përktheu Librin e Mormonit.

H. 1. Ne e mësoheshim të vërtetën, prandaj ne duhet ta mësojmë të tjerëve. 2. Ai nuk e pinte as kafën as çajin, megjithatë ai nuk do të zotohej ta jetonte Fjalën e Urtësisë. 3. Besimi ashtu edhe pendimi ishin të nevojshëm për kthimin e Almës në besim. 4. Disa besimtarë ndiqnin profetë në çdo gjë, kurse të tjerët vetëm bindeshin pak nga fjalët e tyre. 5. Unë do të vija në kishë me kushte që dikush vjen me mua. 6. Shumë ordianca u kryen javën e kaluar në tempullin. 7. Ku u linde, domethënë, a je nga Shqipëria?

## 25 Conditionals

- A. 1. Po të ikim tani, mund të mbërrijmë me kohë. 2. Po të kishte hequr dorë nga duhani, ai mund të ishte pagëzuar. 3. Çfarë do të mendoni po të bënim këtë? 4. Ne mund të shkonim në kishë po të kishim një makinë. 5. Gjithmonë kam për t'i kujtuar njerëzit e Shqipërisë.
- B. 1. I would have done it, but I forgot that I still had homework. 2. What could they be learning? 3. We should repent for every sin we commit. 4. Tomorrow, we will have a lesson in the village Gramsh. 5. Every day, we should study the scriptures.

## 26 The Ablative Case

- A. “Së treti, ne mund t’i ndihmojmë fëmijët tanë të kuptojnë se si Shpirti u flet atyre. Jozef Smithi dha mësim: “Nëse Ai vjen te një fëmijë i vogël, Ai do t’ia përshtatë veten e Tij gjuhës dhe aftësisë së një fëmije të vogël”. Një nënë zbuloi se ngaqë fëmijët mësojnë në mënyra të ndryshme – disa mësojnë nëpërmjet **shikimit, dëgjimit, prekjes** ose **të ndierit** – sa më shumë që i vëzhgonte fëmijët e saj, aq më shumë e kuptonte që Fryma e Shenjtë po u jepte mësim fëmijëve të saj në mënyra se si mund të mësonin më mirë.” (Dhurata Udhërrëfyese e Një Fëmije, Mary R. Durham, *Liahona* Prill 2016)
- “Pasi një skenë **ngatërrese** të madhe dhe **ndjenjash** të këqija pasoi—prifti duke u grindur **kundër priftit** dhe besimtari **kundër besimtarit**; kështu që të gjitha ndjenjat e tyre të mira për njëri-tjetrin, nëse kishin patur ndonjëherë, u humbën plotësisht në një zënie **fjalësh** dhe ndeshje **mendimesh**. (Jozef Smith--Historia 1:6, Perla Me Vlerë të Madhe)
- “Tani, nëse mund të lija një mesazh të vogël me ju sot, do të ishte ky: Zoti ka thënë: ‘Ta doni njëri-tjetrin; sikurse unë ju kam dashur’ Kam besim se nuk ka asnjë zgjedhje, mëkat apo gabim që ju ose çdo njeri tjetër mund të bëjë, që do ta ndryshojë dashurinë e Tij për ju ose për ata. Kjo nuk do të thotë që Ai e shfaqëson apo miraton sjelljen mëkatore – jam i sigurt që Ai nuk e bën këtë – por do të thotë që ne duhet t’u drejtohem bashkënjëzve tanë me dashuri për t’i ftuar, bindur, shërbyer e shpëtuar. Jezu Krishti vështroi **përtej racës, pozitës dhe rrethanave** të njerëzve, me qëllim që t’ua mësonte atyre këtë të vërtetë të thellë.” (Qëndroj Plot Habi, Ronald A. Rasband, Nentor 2015, 90)
- B. 1. horizontit 2. fshatit (or fshati, depending on context) 3. gjyshes 4. mendimit 5. Shpëtimtarit 6. kodrës
- C. 1. Familja ime jeton përtej një liqeni. 2. Gjatë mbledhjes, burri u lut! 3. Më pëlqen të pi lëng molle. 4. Përveç Librit të Mormonit, kam lexuar çdo libër tjetër fetar. 5. Ne e dimë që Jozef Smithi rivendosi ungjillin nëpërmjet Frymës së Shenjtë. 6. Unë pashë një shtyllë drite tamam mbi kokën time!
- D. 1. druri 2. Perëndisë 3. lumit 4. kishës 5. klasës 6. gëzimit
- E. 1. djathë dhie 2. copë mëndafshi 3. batanije leshi 4. mjaltë Morave 5. levizje trenash 6. mbledhje distrikti 7. mish qengji 8. turmë njerëzish 9. vaj ulliri 10. zog pule 11. shufër hekuri 12. tavë kosi 13. djepa foshnjash 14. kallëp misri 15. lugë druri
- H. 1. pasurie 2. gjëje; lloji 3. druri; hekuri; bakri; tunxhi; çeliku; ari; argjendi; 4. njerëzish 5. arme; krahësh 6. nesh; vuajtjesh 7. çimentoje; pemësh; ndërtesë 8. Dashurisë

## 27 Adverbs

- A. 1. me gëzim 2. natyrshëm/natyrisht 3. dorë-për-dorë 4. ngadalë/avash 5. anash 6. fshehuras/fshehurazi/tinëz 7. ditë për ditë 8. haptas/haptazi/troç 9. ndaras/veçmas/veç e veç 10. besnikërisht/me besnikëri 11. së bashku/bashkë/bashkërisht 12. lehtë/kollaj 13. bujarisht 14. zakonisht/rregullisht 15. mirë

- B. 1. rrjedhshëm 2. ngadalë 3. më mirë 4. me kënaqësi (gëzim) 5. shpejtë 6. ditë për ditë
- C. 1. E mbylla derën ngadalë që të mos e ndërpreja mbledhjen. 2. Jezusi gjithmonë u foli njerëzve me durim. 3. Vëllai im flet kinezçe. 4. Me pak fjalë a mund të japësh një përmbledhje të këtij parimi për kërkuesin tonë? 5. Ne e marrim sakramentin javë për javë. 6. Ne duhet të bëjmë çmos që të mund të shkojmë në tempull rregullisht. 7. Duke ndjekur gjurmët e Krishtit me zell, na sjell më afër Atit tonë Qiellor. 8. Ata po këndonim këngë Krishtlindjeje me gëzim. 9. Perëndia na bekon materialisht dhe shpirtërisht. 10. Çfarë mund të bësh ditë për ditë ta kesh Shpirtin në jetën tënde?
- D. 1. kështu; përgjithmonë 2. kështu 3. më shumë; nesër 4. edhe; pak 5. shpesh; thellë 6. së bashku 7. materialisht; shpirtërisht 8. me guxim; me guxim 9. shprehimisht; krejtësisht 10. përgjithnjë; tepër; tepër 11. poshtë e lart 12. ndonjëherë; me siguri 13. me shpejtësi 14. andej; këtej; veç e veç 15. kështu 16. akoma 17. ashtu; kudo; së bashku; kështu 18. përgjithmonë 19. pothuajse 20. këtu 21. ende; pak 22. së shpejti; jashtë 23. me zell; së bashku; drejt 24. atje 25. kudo; tani e tutje 26. me qartësi; (me) thjeshtësi
- F. 1. mirë 2. qetë 3. shpejt 4. të mira

## Review: Cause and Effect

D.

1. Zoti Qesku, nëse ju do të kishte zbatuar me vendosmëri Ligjin e Dëlirësisë, ju do të kishte ditur që Zoti na e dha atë pa dyshim.
2. Perëndia nuk do të kishte krijuar këtë botë në qoftë se ai nuk na deshi bujarisht.
3. A do të lejoheshim t'i mësonim haptas këtë familje pa kundërshtime?
4. Ana do të kishte ardhur dje tek aktiviteti për të rejat.
5. Ti do të ishe shumë më i lumtur nëse ti do të përpiqeshe të jesh gjithmonë i bindur ndaj urdhërimeve.
6. Nuk do të kishim përparuar krejtësisht, po të mos vinim në tokë.
7. Vëllai Veliu do të donte të ishte njoftuar menjëherë rreth këtij aktiviteti.
8. Albano do të kishte dashur të ishte më pak i stresuar gjatë bisedës së tij.
9. Nëse të gjithë i ndoqen Jezun Krishtin, sigurisht bota do të ishte në një gjendje lumturie.
10. Plani i shpëtimit nuk do të kishte ndodhur nëse Perëndia nuk do ta kishte dërguar vullnetarisht Birin e Tij.
11. A nuk mund të kalonim një herë tjetër, ndoshta rreth orës 5?
12. A do të kishe dashur të shkoje në pagëzim po të kishim ftuar ty më herët?

## 28 Days, Dates, and Years

- A. 1. Njëzetegjastë gusht 2. nëntë shtator njëmijetreqindetëdhjetë 3. më njëzetepesë dhjetor 4. në maj 5. të hënave 6. në njëmijetëqindëgjashtëdhjetenjë 7. pesë nëntor 8. njëmbëdhjetë mars njëmijetëqindetëdhjetenjë 9. më katër korrik 10. në prill 11. të dielave 12. në njëmijetëqindetëdhjetenjë 13. shtatë dhjetor 14. dy tetor njëmijetëqindetridhjeteshtatë 15. më gjashtë prill 16. në gusht 17. të mërkurave 18. në njëmijetëqindetridhjetën 19. nëntë prill 20. tetëmbëdhjetë janar njëmijetëqindetëdhjetetë 21. më katërmëdhjetë qershor 22. në dhjetorin e dymijepesëmbëdhjetës 23. në dimër 24. të enjten 25. njëzetedy shkurt 26. nëntë maj njëmijetëqindetëdhjetepesë 27. më një nëntor 28. në shtator 29. në verë 30. të hënën
- B. 1. September 9 2. January 3 3. April 7 4. November 5 5. July 26 6. on December 22 7. on April 19 8. on May 15 9. on July 4 10. on March 11 11. on Tuesdays 12. on Saturdays 13. February 5 14. April 16 15. in 1459 16. in June 1820 17. on Wednesday 18. in Spring 19. in June 20. in the fall of 1994
- D. 1. njëmijetëqindetridhjetë 2. më 3. korrik 4. të premteve 5. të dielave 6. çdo të enjte

## 29 Telling Time

- A. 1. një e (një) çerek 2. (gjashtë) tetëmbëdhjetë pa (një) çerek 3. dhjetë e (një) çerek 4. (tre) pesëmbëdhjetë e gjysëm 5. (gjashtë) tetëmbëdhjetë e njëzetë 6. nëntë pa dhjetë 7. (shtatë) nëntëmbëdhjetë e gjysë(m) 8. (dhjetë) njëzetë e dy e gjysë(m) 9. gjashtë e gjysë(m) 10. nëntë 11. dymbëdhjetë 12. (gjashtë) tetëmbëdhjetë e dhjetë 13. (pesë) shtatëmbëdhjetë e gjysë(m) 14. (tre) pesëmbëdhjetë pa dhjetë 15. dymbëdhjetë pa (një) çerek 16. (nëntë) njëzetë e një pa njëzetë e pesë
- B. 1. dhjetë e gjysë(m) mbasdite 2. shtatë e njëzetë mbasdite 3. dymbëdhjetë e mesnatës 4. pesë pa pesë mbasdite 5. dymbëdhjetë e mesditës 6. dy e njëzetë mbasdite 7. dhjetë pa dhjetë paradite 8. dy mbasdite 9. shtatë pa dhjetë mbasdite 10. tre e njëzetë mbasdite 11. dy pa (një) çerek mbasdite 12. pesë mbasdite
- F. 1. District meeting starts at 7:30. 2. It's 4:45. 3. The meeting will be at 5:00. 4. We will be there in 25 minutes. 5. Lunch is at 2:00. 6. We'll arrive in 15 minutes. 7. We have a lesson at 4:35. 8. The baptism is going to be at 1:00 p.m.

## Review: Date, Time, and Location

- A.
1. 15 maj 1829 – Restoration of the Priesthood
  2. 23 dhjetor 1805 – Joseph Smith's birth
  3. korrik 1996 – creation of the Albania Tirana Mission
  4. 27 qershor 1844 – martyrdom of Joseph Smith
  5. 6 prill 1830 – organization of the church
  6. 24 korrik 1827 – arrival of the pioneers in the Salt Lake valley
  7. 26 mars 1830 – the first publication of the Book of Mormon
  8. 22 shtator 1827 – Joseph Smith is visited by the angel Moroni
  9. 9 mars 2014 – creation of the Tirana Albania Stake

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THE CHURCH OF  
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